

District Data Profile, 2012-2013

County: Adair

District: Cave Springs

Total Student Enrollment: 162

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 43



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 97.62% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Cave Springs

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	30.67%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	4.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Adair

District: Dahlongegah

Total Student Enrollment: 145

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 36



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	75.00%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Adair

District: Greasy

Total Student Enrollment: 44

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 17



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

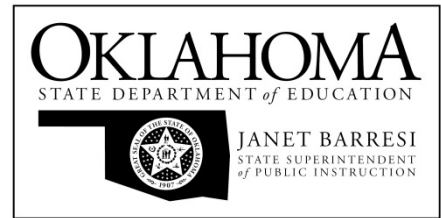
County: Adair

District: Maryetta

Total Student Enrollment: 682

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 153



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	93.88%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	98.18%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	94.44%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	47.62%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	94.44%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	42.86%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	83.33%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	76.19%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	90.06%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Adair

District: Peavine

Total Student Enrollment: 148

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 43



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	94.12%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Adair

District: Rocky Mountain

Total Student Enrollment: 180

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 27



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	94.12%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	5.88%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Rocky Mountain

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	94.74%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Adair

District: Skelly

Total Student Enrollment: 53

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 15



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	54.55%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	77.08%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Adair

District: Stilwell

Total Student Enrollment: 1404

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 298



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	16.67%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	0.86	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	63.05%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	13.65%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	2.41%	< 1.85%	No
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	95.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	66.67%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	85.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	95.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	78.35%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	99.12%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan (SPP 2005- 2013)*, as well as the *Oklahoma Annual Performance Report (APR; 2013)* can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Adair

District: Watts

Total Student Enrollment: 377

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 69



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out NA < 4.05% NA

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 88.33% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 6.67% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 3.33% < 1.85% No

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	97.33%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	50.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Adair

District: Westville

Total Student Enrollment: 1162

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 134



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	23.08%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	67.44%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	4.65%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.78%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	80.50%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

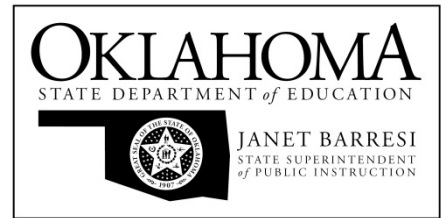
County: Adair

District: Zion

Total Student Enrollment: 330

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 60



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	62.22%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.44%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	93.33%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	98.66%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Alfalfa

District: Burlington

Total Student Enrollment: 156

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 34



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	77.78%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	3.70%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	73.45%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	87.50%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Alfalfa

District: Cherokee

Total Student Enrollment: 338

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 62



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	75.00%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	78.57%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	71.43%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	28.57%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	71.43%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	83.22%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Alfalfa

District: Timberlake

Total Student Enrollment: 249

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 49



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	56.82%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	13.64%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	60.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Atoka

District: Atoka

Total Student Enrollment: 828

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 198



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	13.33%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	64.17%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	4.28%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	3.21%	< 1.85%	No
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	90.91%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	77.05%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

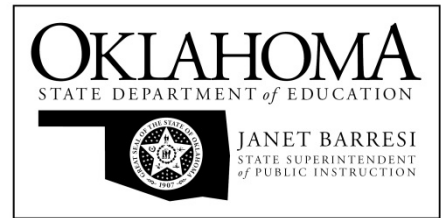
County: Atoka

District: Caney

Total Student Enrollment: 251

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 54



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
<i>A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.</i>			
Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
<i>Note: Results may be different from other reports due to differences in calculations and data sources.</i>			
Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
<i>A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	97.62%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Atoka

District: Harmony

Total Student Enrollment: 228

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 63



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	95.83%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.07%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Atoka

District: Lane

Total Student Enrollment: 249

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 79



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	90.91%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	63.64%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	63.64%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	90.91%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	63.64%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.95%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Atoka

District: Stringtown

Total Student Enrollment: 224

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 63



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 93.48% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	72.73%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Atoka

District: Tushka

Total Student Enrollment: 441

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 83



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	87.01%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.30%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	1.30%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	85.59%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Beaver

District: Balko

Total Student Enrollment: 163

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 24



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	95.83%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
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Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Beaver

District: Beaver

Total Student Enrollment: 348

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 37



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	66.67%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	92.67%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	50.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Beaver

District: Forgan

Total Student Enrollment: 178

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 37



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Beaver

District: Turpin

Total Student Enrollment: 422

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 56



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 82.69% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 5.77% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 25.00% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	89.73%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	36.36%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Beckham

District: Elk City

Total Student Enrollment: 2378

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 283



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	15.79%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	2.02	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	50.00%	51.04%	No
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.37%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	90.91%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	9.09%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	90.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	40.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	60.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.24%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	98.36%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Beckham

District: Erick

Total Student Enrollment: 273

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 43



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	68.57%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	2.86%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	83.78%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	80.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Beckham

District: Merritt

Total Student Enrollment: 674

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 82



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 67.50% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 1.25% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 1.25% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 50.00% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	92.86%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Beckham

District: Sayre

Total Student Enrollment: 722

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 99



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	12.50%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	65.88%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	92.86%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	7.14%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	64.29%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	92.86%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	92.86%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	92.96%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Blaine

District: Canton

Total Student Enrollment: 384

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 75



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	16.67%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	77.27%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.52%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	66.67%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	75.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	95.65%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Blaine

District: Geary

Total Student Enrollment: 393

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 53



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	16.67%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	72.73%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	6.82%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	2.27%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	33.33%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	85.29%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

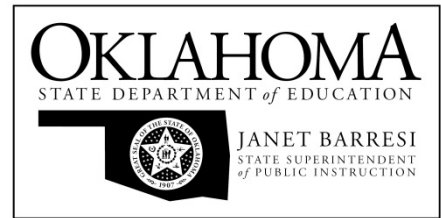
County: Blaine

District: Okeene

Total Student Enrollment: 312

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 71



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	25.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	81.54%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.08%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	66.67%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	16.67%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	64.00%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	85.71%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

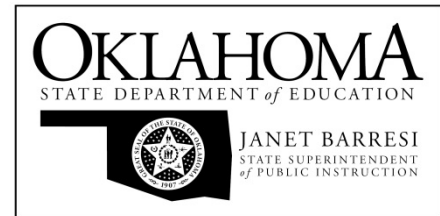
County: Blaine

District: Watonga

Total Student Enrollment: 776

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 91



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
<i>A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.</i>			
Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of exited students with disabilities who dropped out	20.00%	< 4.05%	No
<i>Note: Results may be different from other reports due to differences in calculations and data sources.</i>			
Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
<i>A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	58.44%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	9.09%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.30%	< 1.85%	Yes
Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	71.43%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	7.14%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	50.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	40.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	75.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	60.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	75.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	60.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	92.31%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Bryan

District: Achille

Total Student Enrollment: 308

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 68



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	94.83%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	62.50%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	62.50%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	87.50%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Bryan

District: Bennington

Total Student Enrollment: 278

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 94



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	79.76%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	4.76%	< 1.85%	No

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	90.00%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	87.59%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	96.77%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Bryan

District: Caddo

Total Student Enrollment: 483

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 98



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	33.33%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	88.76%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	88.89%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Bryan

District: Calera

Total Student Enrollment: 652

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 132



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	6.67%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	86.61%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.57%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.57%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	80.00%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.34%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	87.18%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Bryan

District: Colbert

Total Student Enrollment: 901

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 172



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 25.00% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 56.25% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 3.13% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 3.13% < 1.85% No

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 97.73% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 2.27% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	92.86%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	46.67%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	85.71%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	33.33%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	53.33%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	94.40%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	90.48%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	96.55%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

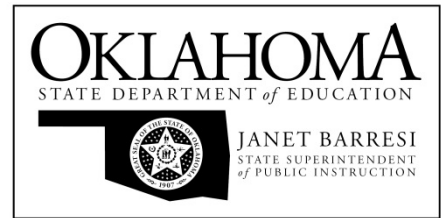
County: Bryan

District: Durant

Total Student Enrollment: 3525

Enrollment Cluster: 2*

Child Count (students with disabilities) Total: 595



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	22.50%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	40.57%	51.04%	No
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Percent of students with disabilities inside regular class <40% of the day	11.70%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	1.89%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	76.92%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	23.08%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	90.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	45.45%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	68.42%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	31.82%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	76.47%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	63.64%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	93.04%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	94.29%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	79.44%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Bryan

District: Rock Creek

Total Student Enrollment: 481

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 109



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	100%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	50.49%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	3.88%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	66.67%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.18%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	85.71%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Bryan

District: Silo

Total Student Enrollment: 838

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 166



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	14.29%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	4.05	< 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	72.30%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	9.46%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	2.03%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	94.44%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	5.56%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	92.86%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	62.50%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	92.31%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	75.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	75.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	80.29%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	67.65%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Caddo

District: Anadarko

Total Student Enrollment: 1956

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 226



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	20.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	5.64	< 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	89.37%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.97%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	78.95%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	15.79%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	90.06%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Caddo

District: Binger-Oney

Total Student Enrollment: 354

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 83



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	97.37%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.63%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Caddo

District: Boone-Apache

Total Student Enrollment: 561

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 63



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	50.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	50.00%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	95.83%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Caddo

District: Carnegie

Total Student Enrollment: 575

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 80



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	40.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	88.00%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.67%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	86.04%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	94.12%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Caddo

District: Cement

Total Student Enrollment: 250

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 53



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 33.33% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 84.31% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	33.33%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	33.33%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	33.33%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	74.00%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

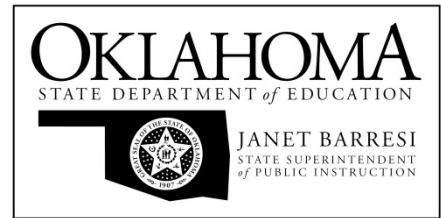
County: Caddo

District: Cyril

Total Student Enrollment: 339

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 63



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	85.25%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.64%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Caddo

District: Fort Cobb-Broxton

Total Student Enrollment: 347

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 41



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 81.08% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 75.00% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 25.00% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Fort Cobb-Broxtton

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	80.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	40.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	43.48%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	90.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Caddo

District: Gracemont

Total Student Enrollment: 155

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 34



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	94.20%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Caddo

District: Hinton

Total Student Enrollment: 685

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 86



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	55.26%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.32%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	90.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	66.67%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	83.33%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	50.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	83.33%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	83.33%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	82.55%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	81.25%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Caddo

District: Hydro-Eakly

Total Student Enrollment: 470

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 96



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	25.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	75.86%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.30%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	1.15%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	91.00%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	80.00%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	79.17%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Caddo

District: Lookeba Sickles

Total Student Enrollment: 240

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 39



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 57.89% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 7.89% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	80.82%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Canadian

District: Banner

Total Student Enrollment: 186

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 19



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	66.67%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
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Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	NA	100%	NA
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Canadian

District: Calumet

Total Student Enrollment: 313

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 35



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	75.00%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	80.00%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	42.86%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Canadian

District: Darlington

Total Student Enrollment: 240

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 31



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Canadian

District: El Reno

Total Student Enrollment: 2554

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 391



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	6.67%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	5.53	< 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	42.18%	51.04%	No
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Percent of students with disabilities inside regular class <40% of the day	6.98%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.84%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	78.13%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	9.38%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	58.33%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	64.71%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	46.67%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	23.53%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	50.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	70.59%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	66.67%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	98.68%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	66.67%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Canadian

District: Maple

Total Student Enrollment: 155

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 19



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	70.63%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Canadian

District: Mustang

Total Student Enrollment: 9584

Enrollment Cluster: 1*

Child Count (students with disabilities) Total: 1103



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	26.79%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	1.01	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	65.20%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	9.48%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.10%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	47.50%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	27.50%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	96.67%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	65.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	87.10%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	60.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	95.83%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	85.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	90.53%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	98.95%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Canadian

District: Piedmont

Total Student Enrollment: 3053

Enrollment Cluster: 2*

Child Count (students with disabilities) Total: 300



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	23.08%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	74.02%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	6.30%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	67.39%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	21.74%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	83.33%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	73.08%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	84.21%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	76.92%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	90.91%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	76.92%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.48%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	81.25%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Canadian

District: Riverside

Total Student Enrollment: 177

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 35



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	70.00%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	80.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	94.44%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	83.33%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Canadian

District: Union City

Total Student Enrollment: 292

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 45



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	97.67%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	85.94%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	90.91%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Canadian

District: Yukon

Total Student Enrollment: 7886

Enrollment Cluster: 2*

Child Count (students with disabilities) Total: 915



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 31.34% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 58.39% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 13.17% < 9.84% No

Percent of students with disabilities in separate schools/facilities. 0.82% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 38.18% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 47.27% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	90.91%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	72.22%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	90.91%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	72.22%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	90.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	83.33%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	79.40%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	99.04%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	92.86%	100%	No
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	89.01%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Carter

District: Ardmore

Total Student Enrollment: 3126

Enrollment Cluster: 2*

Child Count (students with disabilities) Total: 466



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 91.67% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions 0.49 < 2.50 Yes

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 56.58% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 17.55% < 9.84% No

Percent of students with disabilities in separate schools/facilities. 3.00% < 1.85% No

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 54.55% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 42.42% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	86.21%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	55.26%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	76.67%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	47.37%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	84.21%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	73.68%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.48%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	62.79%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Carter

District: Dickson

Total Student Enrollment: 1288

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 189



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	12.50%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	62.29%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	3.43%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	1.14%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	85.71%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	87.50%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	87.50%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	62.50%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	87.50%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	62.50%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	97.78%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	96.77%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	91.84%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Carter

District: Fox

Total Student Enrollment: 326

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 67



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	14.29%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	0.97	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	62.90%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	14.52%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	60.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	40.00%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	93.33%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Carter

District: Healdton

Total Student Enrollment: 532

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 117



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 90.48% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 4.76% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	42.86%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	42.86%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	42.86%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	78.00%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	94.74%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Carter

District: Lone Grove

Total Student Enrollment: 1545

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 220



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 20.00% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 44.83% 51.04% No

Percent of students with disabilities inside regular class <40% of the day 10.34% < 9.84% No

Percent of students with disabilities in separate schools/facilities. 0.49% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 76.47% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 23.53% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	93.33%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	26.67%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	26.67%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	26.67%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	84.77%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Carter

District: Plainview

Total Student Enrollment: 1490

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 231



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	80.73%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	4.59%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.46%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	61.54%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	23.08%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	83.33%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	83.33%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.30%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Carter

District: Springer

Total Student Enrollment: 240

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 39



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	16.67%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	74.29%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	2.86%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	82.47%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Carter

District: Wilson

Total Student Enrollment: 498

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 121



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	36.36%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	95.24%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.95%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	1.90%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	87.50%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	12.50%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	87.50%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	90.00%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	40.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	87.50%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	80.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Carter

District: Zaneis

Total Student Enrollment: 258

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 65



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	96.55%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	3.45%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	25.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	25.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	95.97%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Cherokee

District: Briggs

Total Student Enrollment: 443

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 68



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	45.61%	51.04%	No
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.36%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Cherokee

District: Grand View

Total Student Enrollment: 518

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 99



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	78.02%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.10%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	1.10%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	86.52%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Cherokee

District: Hulbert

Total Student Enrollment: 638

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 94



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	8.33%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	2.89	< 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	95.65%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.17%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.09%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.34%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Cherokee

District: Keys

Total Student Enrollment: 871

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 138



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 80.47% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.78% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	87.50%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	87.50%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	87.50%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	89.01%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Cherokee

District: Lowrey

Total Student Enrollment: 154

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 42



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	84.21%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	NA	100%	NA
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Cherokee

District: Norwood

Total Student Enrollment: 176

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 35



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Cherokee

District: Peggs

Total Student Enrollment: 265

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 68



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	93.33%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	3.33%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	80.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	80.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	40.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Cherokee

District: Shady Grove

Total Student Enrollment: 133

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 26



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	90.48%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	75.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	75.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	50.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	8.00%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Cherokee

District: Tahlequah

Total Student Enrollment: 3481

Enrollment Cluster: 2*

Child Count (students with disabilities) Total: 501



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	12.82%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	2.97	< 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	59.24%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	14.50%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	1.47%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	80.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	16.00%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	69.23%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	68.75%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	78.57%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	68.75%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	91.67%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	81.25%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	84.20%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	95.45%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Cherokee

District: Tenkiller

Total Student Enrollment: 296

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 60



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	63.89%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	84.64%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

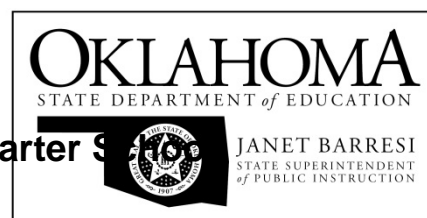
County: Cherokee

District: Tsunadeloquasdi Cherokee Immersion Charter School

Total Student Enrollment: 120

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 3



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out NA < 4.05% NA

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 100% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Tsunadeloquasdi Cherokee Immersion Charter School

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	NA	100%	NA
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Cherokee

District: Woodall

Total Student Enrollment: 521

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 62



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	76.36%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.82%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	95.29%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Choctaw

District: Boswell

Total Student Enrollment: 369

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 95



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	50.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	8.65	< 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	71.25%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	2.50%	< 1.85%	No
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	75.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	20.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	40.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	40.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	95.92%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	72.73%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Choctaw

District: Fort Towson

Total Student Enrollment: 422

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 86



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	28.57%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	91.25%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.25%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	1.25%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	69.70%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Choctaw

District: Grant

Total Student Enrollment: 196

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 63



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	97.30%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.70%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Choctaw

District: Hugo

Total Student Enrollment: 1172

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 206



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	20.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	3.35	< 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	72.77%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	6.28%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	1.57%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	80.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	20.00%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	84.62%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	53.33%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	83.33%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	46.67%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	91.67%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	46.67%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	80.18%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	77.50%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Choctaw

District: Soper

Total Student Enrollment: 360

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 79



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	87.50%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	91.25%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	91.67%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Choctaw

District: Swink

Total Student Enrollment: 133

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 54



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	100%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Cimarron

District: Boise City

Total Student Enrollment: 289

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 53



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	89.74%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	50.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	56.76%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Cimarron

District: Felt

Total Student Enrollment: 83

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 16



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	98.51%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Cimarron

District: Keyes

Total Student Enrollment: 68

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 9



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Cleveland

District: Lexington

Total Student Enrollment: 1114

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 176



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
<i>A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.</i>			
Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
<i>Note: Results may be different from other reports due to differences in calculations and data sources.</i>			
Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
<i>A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	86.42%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.70%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.62%	< 1.85%	Yes
Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	85.71%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	7.14%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	75.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	55.56%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	85.71%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	44.44%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	57.14%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	44.44%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	95.86%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	97.73%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Cleveland

District: Little Axe

Total Student Enrollment: 1218

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 251



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 23.08% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions 5.78 < 2.50 No

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 57.14% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	83.33%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	60.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	75.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	80.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	90.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	78.64%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	84.31%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Cleveland

District: Moore

Total Student Enrollment: 23173

Enrollment Cluster: 1*

Child Count (students with disabilities) Total: 3329



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	21.74%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	1.48	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	52.20%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	13.38%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.52%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	56.20%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	14.73%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	77.39%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	45.19%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	74.78%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	49.63%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	75.23%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	62.22%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.97%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	99.83%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	99.05%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

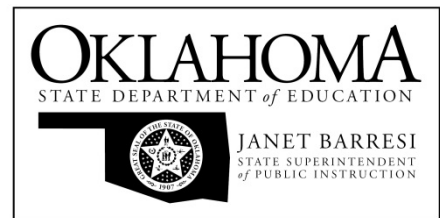
County: Cleveland

District: Noble

Total Student Enrollment: 2870

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 418



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
<i>A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.</i>			
Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of exited students with disabilities who dropped out	3.70%	< 4.05%	Yes
<i>Note: Results may be different from other reports due to differences in calculations and data sources.</i>			
Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
<i>A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	64.81%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.56%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.52%	< 1.85%	Yes
Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	86.96%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	90.91%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	41.67%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	58.33%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	73.17%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	99.10%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	98.85%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Cleveland

District: Norman

Total Student Enrollment: 15129

Enrollment Cluster: 1*

Child Count (students with disabilities) Total: 2507



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	6.16%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	3.02	< 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	57.41%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	8.98%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	6.31%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	47.59%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	46.90%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	90.38%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	52.70%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	83.33%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	58.11%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	86.96%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	72.97%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	85.59%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	99.78%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Cleveland

District: Robin Hill

Total Student Enrollment: 254

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 30



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	92.00%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Coal

District: Coalgate

Total Student Enrollment: 713

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 180



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	58.14%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.33%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.58%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	71.43%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	71.43%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	71.43%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.75%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Coal

District: Cottonwood

Total Student Enrollment: 238

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 92



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	98.39%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	79.45%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

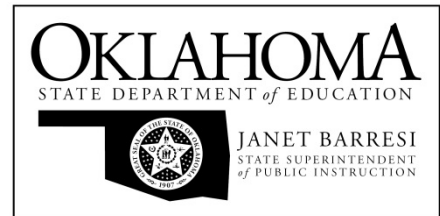
County: Coal

District: Tupelo

Total Student Enrollment: 265

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 64



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
<i>A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.</i>			
Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of exited students with disabilities who dropped out	28.57%	< 4.05%	No
<i>Note: Results may be different from other reports due to differences in calculations and data sources.</i>			
Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
<i>A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	72.41%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.72%	< 1.85%	Yes
Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	95.83%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	11.76%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Comanche

District: Bishop

Total Student Enrollment: 525

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 71



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	67.21%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	14.75%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	50.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	64.80%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Comanche

District: Cache

Total Student Enrollment: 1807

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 319



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	4.76%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	1.55	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	48.37%	51.04%	No
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Percent of students with disabilities inside regular class <40% of the day	9.15%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.98%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	76.92%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	23.08%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	85.71%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	85.71%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	85.76%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	87.84%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Comanche

District: Chattanooga

Total Student Enrollment: 258

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 29



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 100% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program NA 39.49% NA

Percent attending separate special education class, separate school, or residential facility NA <18.40% NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	98.65%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	86.67%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Comanche

District: Elgin

Total Student Enrollment: 2085

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 248



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 25.00% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 59.39% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 3.06% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 94.74% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	86.67%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	56.25%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	71.43%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	62.50%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	92.31%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	75.89%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	83.33%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Comanche

District: Fletcher

Total Student Enrollment: 464

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 74



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 81.94% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 5.56% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 1.39% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 50.00% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 50.00% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	70.42%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Comanche

District: Flower Mound

Total Student Enrollment: 339

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 30



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	88.89%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Flower Mound

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	50.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	66.67%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	87.32%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Comanche

District: Geronimo

Total Student Enrollment: 341

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 39



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	74.36%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	5.13%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	2.56%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
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Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	NA
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	50.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	87.73%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	75.00%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	92.86%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Comanche

District: Indianoma

Total Student Enrollment: 219

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 57



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	10.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	90.57%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	1.89%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	92.00%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Comanche

District: Lawton

Total Student Enrollment: 15684

Enrollment Cluster: 1*

Child Count (students with disabilities) Total: 2700



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	12.88%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	0.6	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	53.93%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	33.61%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.36%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	92.12%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	3.64%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	68.75%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	52.17%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	64.96%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	44.93%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	74.12%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	67.39%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	86.22%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	97.51%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

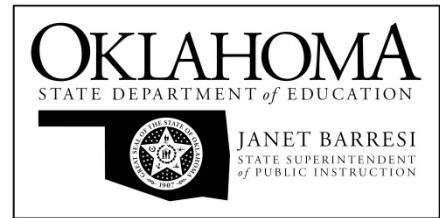
County: Comanche

District: Sterling

Total Student Enrollment: 430

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 45



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
<i>A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.</i>			
Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
<i>Note: Results may be different from other reports due to differences in calculations and data sources.</i>			
Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
<i>A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	70.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	7.50%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	60.00%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	40.00%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Cotton

District: Big Pasture

Total Student Enrollment: 208

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 37



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	91.72%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	0.00%	100%	No
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	75.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Cotton

District: Temple

Total Student Enrollment: 182

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 45



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 72.97% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 10.81% < 9.84% No

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 87.50% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	90.70%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	83.33%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Cotton

District: Walters

Total Student Enrollment: 701

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 94



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	16.67%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	1.29	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	93.18%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	3.41%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	66.67%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	86.00%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	96.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Craig

District: Bluejacket

Total Student Enrollment: 231

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 45



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 97.78% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 2.22% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program NA 39.49% NA

Percent attending separate special education class, separate school, or residential facility NA <18.40% NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	81.54%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	NA	100%	NA
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Craig

District: Ketchum

Total Student Enrollment: 618

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 148



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	51.52%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	6.82%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	93.75%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	6.25%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	50.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	66.67%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	50.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	66.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	87.90%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	5.56%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Craig

District: Vinita

Total Student Enrollment: 1640

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 227



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 20.00% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 66.20% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 4.17% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.93% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.09%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	91.30%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Craig

District: Welch

Total Student Enrollment: 371

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 75



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	12.50%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	90.54%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.35%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	81.88%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	72.22%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Craig

District: White Oak

Total Student Enrollment: 53

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 15



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Creek

District: Allen-Bowden

Total Student Enrollment: 369

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 57



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	64.58%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	10.42%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	77.78%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	22.22%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	97.96%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Creek

District: Bristow

Total Student Enrollment: 1765

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 304



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	15.38%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	1.33	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	54.68%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	12.59%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	1.08%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	76.92%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	11.54%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	62.50%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	84.19%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	97.50%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Creek

District: Depew

Total Student Enrollment: 385

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 71



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	16.67%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	83.33%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	7.58%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	97.56%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Creek

District: Drumright

Total Student Enrollment: 599

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 110



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	27.27% < 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	79.21%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	11.88% < 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.99% < 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	55.56%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	33.33% < 18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	73.00%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	95.45%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	37.04%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Creek

District: Gypsy

Total Student Enrollment: 104

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 20



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	84.21%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	10.53%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Creek

District: Kellyville

Total Student Enrollment: 1140

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 184



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	16.67%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	0.47	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	75.86%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	9.77%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	1.15%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	80.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	20.00%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	79.52%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	50.00%	100%	No
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	85.42%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Creek

District: Kiefer

Total Student Enrollment: 634

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 93



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	0.83	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	93.33%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.11%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	66.67%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	33.33%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	33.33%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	33.33%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	33.33%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	97.87%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Creek

District: Lone Star

Total Student Enrollment: 881

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 82



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	80.00%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	8.57%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	1.43%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	83.33%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	16.67%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	73.85%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Creek

District: Mannford

Total Student Enrollment: 1542

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 279



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	5.03	< 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	74.43%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	8.78%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.76%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	76.47%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	17.65%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	60.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	33.33%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	87.50%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	91.36%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	82.35%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Creek

District: Milfay

Total Student Enrollment: 45

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 5



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
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Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Creek

District: Mounds

Total Student Enrollment: 593

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 118



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	2.01	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	69.90%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	8.74%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	80.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	20.00%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	95.83%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Creek

District: Oilton

Total Student Enrollment: 309

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 67



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	77.78%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	6.35%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	4.76%	< 1.85%	No
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	66.67%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	33.33%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	84.62%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Creek

District: Olive

Total Student Enrollment: 381

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 76



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	84.93%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.37%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	NA	100%	NA
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Creek

District: Pretty Water

Total Student Enrollment: 259

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 43



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out NA < 4.05% NA

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 65.79% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 10.53% < 9.84% No

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	80.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	80.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Creek

District: Sapulpa

Total Student Enrollment: 4041

Enrollment Cluster: 2*

Child Count (students with disabilities) Total: 648



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	24.07%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	8.09	< 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	49.58%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	17.42%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	1.01%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	66.67%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	31.37%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	57.69%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	11.54%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	59.09%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	26.92%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	66.67%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	76.92%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	83.29%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	99.16%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	80.27%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Custer

District: Arapaho Butler

Total Student Enrollment: 379

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 49



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	76.09%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.17%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	33.33%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Custer

District: Clinton

Total Student Enrollment: 2281

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 235



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	5.56%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	55.71%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	10.50%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	1.37%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	18.75%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	75.00%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	25.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	25.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	90.96%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	97.73%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	95.52%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Custer

District: Thomas-Fay-Custer Unified Dist

Total Student Enrollment: 481

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 69



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	75.38%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.54%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	75.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Thomas-Fay-Custer Unified Dist

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	93.37%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

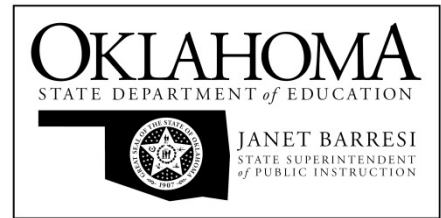
County: Custer

District: Weatherford

Total Student Enrollment: 2082

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 247



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
<i>A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.</i>			
Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
<i>Note: Results may be different from other reports due to differences in calculations and data sources.</i>			
Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
<i>A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	77.73%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	75.00%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	22.22%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	42.86%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	42.86%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	85.71%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.08%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Delaware

District: Cleora

Total Student Enrollment: 119

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 21



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	45.00%	51.04%	No
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	0.00%	39.49%	No
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Delaware

District: Colcord

Total Student Enrollment: 638

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 137



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 18.18% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions 3.66 < 2.50 No

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 69.53% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 3.13% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.78% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 88.89% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	85.71%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	63.64%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	72.73%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	81.82%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	83.67%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	55.56%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	91.67%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Delaware

District: Grove

Total Student Enrollment: 2566

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 350



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	2.11	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	54.88%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	8.54%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	2.13%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	81.82%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	18.18%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	81.82%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	53.33%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	83.33%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	53.33%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	80.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	53.33%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	90.16%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	94.59%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Delaware

District: Jay

Total Student Enrollment: 1750

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 323



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 27.59% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 64.53% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 4.05% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 1.35% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 92.59% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	54.55%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	88.89%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	54.55%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	72.73%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	92.74%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	89.19%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Delaware

District: Kansas

Total Student Enrollment: 894

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 211



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	46.43%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	7.14%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	40.00%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	60.00%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	90.93%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	93.75%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Delaware

District: Kenwood

Total Student Enrollment: 128

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 16



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	NA	100%	NA
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Delaware

District: Leach

Total Student Enrollment: 160

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 26



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	76.00%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	4.00%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	0.00%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Delaware

District: Moseley

Total Student Enrollment: 243

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 31



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	16.67%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	46.67%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	0.00%	39.49%	No
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan (SPP 2005- 2013)*, as well as the *Oklahoma Annual Performance Report (APR; 2013)* can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Delaware

District: Oaks-Mission

Total Student Enrollment: 247

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 51



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 44.44% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 98.00% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	95.16%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Dewey

District: Seiling

Total Student Enrollment: 421

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 68



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 25.00% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 63.93% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 1.64% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	62.50%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	62.50%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.59%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Dewey

District: Taloga

Total Student Enrollment: 84

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 27



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out

NA < 4.05% NA

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions

NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements

None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day

88.89% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day

0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities.

0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program

NA 39.49% NA

Percent attending separate special education class, separate school, or residential facility

NA <18.40% NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.00%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Dewey

District: Vici

Total Student Enrollment: 345

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 46



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	62.50%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.50%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	84.05%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Ellis

District: Arnett

Total Student Enrollment: 197

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 35



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	90.91%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	9.09%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	99.25%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Ellis

District: Fargo

Total Student Enrollment: 208

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 17



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 82.35% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 17.65% < 9.84% No

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program NA 39.49% NA

Percent attending separate special education class, separate school, or residential facility NA <18.40% NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Ellis

District: Gage

Total Student Enrollment: 93

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 18



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	72.22%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
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Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.00%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Ellis

District: Shattuck

Total Student Enrollment: 359

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 60



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 73.21% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 3.57% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	93.83%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Garfield

District: Chisholm

Total Student Enrollment: 924

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 115



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 33.33% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 55.66% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 6.60% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 88.89% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	83.33%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.20%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Garfield

District: Covington-Douglas

Total Student Enrollment: 271

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 34



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 96.97% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Covington-Douglas

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	99.22%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Garfield

District: Drummond

Total Student Enrollment: 322

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 75



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 74.14% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 3.45% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 1.72% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	62.50%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	66.67%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	55.56%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	66.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	62.50%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	75.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Garfield

District: Enid

Total Student Enrollment: 7548

Enrollment Cluster: 2*

Child Count (students with disabilities) Total: 1008



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	19.15%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	47.89%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	21.02%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	3.58%	< 1.85%	No

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	54.12%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	37.65%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	76.92%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	25.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	78.57%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	28.57%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	76.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	28.57%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	87.31%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Garfield

District: Garber

Total Student Enrollment: 378

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 52



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 57.78% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 4.44% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 2.22% < 1.85% No

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 57.14% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	75.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	25.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	41.33%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	84.62%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Garfield

District: Kremlin-Hillsdale

Total Student Enrollment: 329

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 46



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 60.87% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program NA 39.49% NA

Percent attending separate special education class, separate school, or residential facility NA <18.40% NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.01%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Garfield

District: Pioneer-Pleasant Vale

Total Student Enrollment: 553

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 65



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 65.08% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 14.29% < 9.84% No

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Pioneer-Pleasant Vale

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	89.55%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Garfield

District: Waukomis

Total Student Enrollment: 339

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 44



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	71.43%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	11.90%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	77.46%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Garvin

District: Elmore City-Pernell

Total Student Enrollment: 504

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 99



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	20.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	61.96%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.17%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	1.09%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	71.43%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	60.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	60.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	93.10%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	72.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

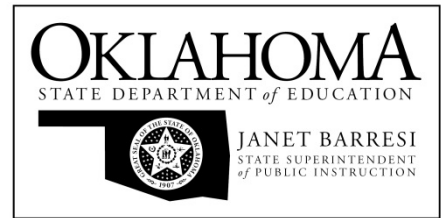
County: Garvin

District: Lindsay

Total Student Enrollment: 1192

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 207



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	23.08%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	60.51%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.62%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	3.08%	< 1.85%	No

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	66.67%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	33.33%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	90.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	53.85%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	77.78%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	61.54%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	62.50%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	69.23%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	93.56%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	95.92%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Garvin

District: Maysville

Total Student Enrollment: 377

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 52



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	84.78%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.17%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	33.33%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	66.67%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	90.91%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Garvin

District: Paoli

Total Student Enrollment: 252

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 53



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	87.76%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	4.08%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	4.08%	< 1.85%	No
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.00%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Garvin

District: Pauls Valley

Total Student Enrollment: 1310

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 256



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	23.08%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	59.66%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	9.24%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.84%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	83.33%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	5.56%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	98.33%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	93.48%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	66.67%	100%	No
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	84.85%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Garvin

District: Stratford

Total Student Enrollment: 668

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 109



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	8.33%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	67.33%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	4.95%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	95.83%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	77.42%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Garvin

District: Whitebead

Total Student Enrollment: 402

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 49



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	70.21%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Garvin

District: Wynnewood

Total Student Enrollment: 697

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 119



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	100%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	59.41%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	4.95%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	72.22%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	11.11%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	98.00%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	NA	100%	NA
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	13.04%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

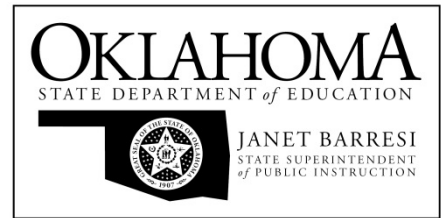
County: Grady

District: Alex

Total Student Enrollment: 315

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 57



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	2.26	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	76.47%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	83.33%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	16.67%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	33.33%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	50.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	33.33%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	66.67%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	89.21%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	93.33%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Grady

District: Amber-Pocasset

Total Student Enrollment: 485

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 76



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 72.22% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 11.11% < 9.84% No

Percent of students with disabilities in separate schools/facilities. 1.39% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	97.51%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Grady

District: Bridge Creek

Total Student Enrollment: 1465

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 144



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	71.94%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.88%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	2.88%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	94.95%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	97.22%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Grady

District: Chickasha

Total Student Enrollment: 2513

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 385



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	100%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	1.84	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	83.00%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	5.95%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	2.83%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	84.38%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	15.63%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	80.77%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	48.15%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	79.17%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	51.85%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	75.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	74.07%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	85.64%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	99.08%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	89.47%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Grady

District: Friend

Total Student Enrollment: 242

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 31



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	77.78%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	14.81%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	97.46%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	NA	100%	NA
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Grady

District: Middleberg

Total Student Enrollment: 199

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 27



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	88.46%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	0.00%	39.49%	No
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	95.92%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	NA	100%	NA
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Grady

District: Minco

Total Student Enrollment: 570

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 80



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 81.43% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 1.43% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 1.43% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	40.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	40.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	60.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	20.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	40.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	60.26%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	95.83%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Grady

District: Ninnekah

Total Student Enrollment: 503

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 82



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	98.72%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	1.28%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	75.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	25.00%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	92.14%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	94.12%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Grady

District: Pioneer

Total Student Enrollment: 376

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 34



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	85.71%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	3.57%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	83.33%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	71.07%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Grady

District: Rush Springs

Total Student Enrollment: 604

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 106



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	76.00%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	7.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Rush Springs

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	NA
Percent functioning within age expectations by six years of age or exited the program	66.67%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	50.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	66.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	66.67%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	66.67%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Grady

District: Tuttle

Total Student Enrollment: 1796

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 223



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	5.26%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	67.15%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	3.38%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	81.25%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	6.25%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	88.24%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	17.65%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	80.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	23.53%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	87.50%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	23.53%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	93.94%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	88.89%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Grady

District: Verden

Total Student Enrollment: 278

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 43



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	25.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	91.12%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Grant

District: Deer Creek-Lamont

Total Student Enrollment: 182

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 27



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	50.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	88.89%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	3.70%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	3.70%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
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Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	87.50%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Grant

District: Medford

Total Student Enrollment: 311

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 35



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	93.94%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	3.03%	< 1.85%	No
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	50.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	50.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	70.21%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Grant

District: Pond Creek-Hunter

Total Student Enrollment: 326

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 53



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	77.55%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	18.37%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Greer

District: Granite

Total Student Enrollment: 258

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 64



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 85.71% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	94.79%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Greer

District: Lakeside School

Total Student Enrollment: 48

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 32



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	78.72%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	0.00%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	NA	100%	NA
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Greer

District: Mangum

Total Student Enrollment: 692

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 96



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	65.85%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	64.29%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	35.71%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	60.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	60.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	50.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	60.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	64.95%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	96.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Harmon

District: Hollis

Total Student Enrollment: 557

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 108



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 45.65% 51.04% No

Percent of students with disabilities inside regular class <40% of the day 4.35% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 62.50% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 6.25% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	87.50%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	95.84%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Harper

District: Buffalo

Total Student Enrollment: 293

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 37



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	91.43%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.86%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	50.00%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	82.65%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Harper

District: Laverne

Total Student Enrollment: 473

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 85



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 83.75% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 40.00% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	88.89%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Haskell

District: Keota

Total Student Enrollment: 444

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 119



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions 1.82 < 2.50 Yes

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 82.24% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.93% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 91.67% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	82.05%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Haskell

District: Kinta

Total Student Enrollment: 196

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 34



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 96.15% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.00%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	42.86%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Haskell

District: Mc Curtain

Total Student Enrollment: 240

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 50



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	14.29%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	91.11%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	33.33%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Haskell

District: Stigler

Total Student Enrollment: 1342

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 285



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	15.79%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	54.43%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	4.64%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	68.75%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	8.33%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	96.00%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	44.44%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	91.67%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	59.26%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	90.91%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	66.67%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	87.46%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	75.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Haskell

District: Whitefield

Total Student Enrollment: 128

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 35



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	69.23%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	88.89%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Hughes

District: Calvin

Total Student Enrollment: 166

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 50



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	62.79%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	33.33%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	33.33%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	71.43%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	27.27%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Hughes

District: Holdenville

Total Student Enrollment: 1162

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 227



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	59.09%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	7.58%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.51%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	86.21%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	13.79%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	66.67%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	89.83%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Hughes

District: Moss

Total Student Enrollment: 258

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 47



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	100%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	93.48%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	4.35%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	97.18%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	93.33%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	12.50%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Hughes

District: Stuart

Total Student Enrollment: 270

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 53



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	88.24%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.96%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Hughes

District: Wetumka

Total Student Enrollment: 490

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 125



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	8.33%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	66.35%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.88%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.96%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	85.00%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	15.00%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	50.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	80.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	73.53%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Jackson

District: Altus

Total Student Enrollment: 3870

Enrollment Cluster: 2*

Child Count (students with disabilities) Total: 429



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	36.36%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	4.01	< 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	72.85%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	7.05%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.52%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	78.26%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	13.04%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	83.33%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	38.89%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	93.75%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	44.44%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	86.67%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	61.11%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.99%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	86.73%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	94.94%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Jackson

District: Blair

Total Student Enrollment: 322

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 52



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	87.76%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	6.12%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	33.33%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	33.33%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	NA	100%	NA
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	7.14%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

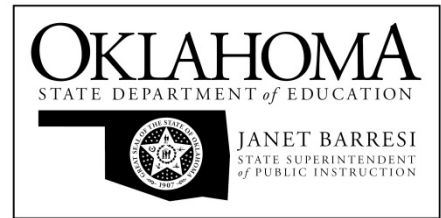
County: Jackson

District: Duke

Total Student Enrollment: 208

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 40



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
<i>A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.</i>			
Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
<i>Note: Results may be different from other reports due to differences in calculations and data sources.</i>			
Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
<i>A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	83.90%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Jackson

District: Eldorado

Total Student Enrollment: 121

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 30



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	96.43%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	3.57%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	50.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	50.00%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Jackson

District: Navajo

Total Student Enrollment: 444

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 64



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 91.53% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 1.69% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 80.00% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 20.00% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	82.53%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Jackson

District: Olustee

Total Student Enrollment: 153

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 36



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	91.67%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	5.56%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	81.25%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	50.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Jefferson

District: Ringling

Total Student Enrollment: 445

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 89



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	79.01%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.23%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	2.47%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	87.50%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Jefferson

District: Ryan

Total Student Enrollment: 241

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 70



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	87.88%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.52%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	92.45%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	72.73%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Jefferson

District: Terral

Total Student Enrollment: 71

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 45



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Jefferson

District: Waurika

Total Student Enrollment: 418

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 55



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	82.00%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Johnston

District: Coleman

Total Student Enrollment: 204

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 48



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	82.05%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	7.69%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	55.56%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	22.22%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	75.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	66.67%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	50.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	75.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.98%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	85.71%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Johnston

District: Mannsville

Total Student Enrollment: 114

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 33



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	68.97%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	17.24%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Johnston

District: Milburn

Total Student Enrollment: 202

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 40



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	94.12%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.94%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	2.94%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Johnston

District: Mill Creek

Total Student Enrollment: 141

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 29



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	89.66%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
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Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	33.33%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Johnston

District: Ravia

Total Student Enrollment: 79

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 19



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	0.00%	39.49%	No
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Johnston

District: Tishomingo

Total Student Enrollment: 976

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 181



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	33.33%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	63.69%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.38%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.60%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	92.31%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	7.69%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Tishomingo

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	78.48%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	98.11%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Johnston

District: Wapanucka

Total Student Enrollment: 239

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 66



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 95.56% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 2.22% < 1.85% No

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	94.44%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	94.44%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Kay

District: Blackwell

Total Student Enrollment: 1431

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 237



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	29.41%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	0.53	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	75.00%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	7.21%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.96%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	89.66%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	10.34%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	71.43%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.14%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	97.73%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Kay

District: Kildare

Total Student Enrollment: 60

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 13



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	NA	100%	NA
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Kay

District: Peckham

Total Student Enrollment: 97

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 20



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	94.74%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	84.00%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Kay

District: Ponca City

Total Student Enrollment: 5276

Enrollment Cluster: 2*

Child Count (students with disabilities) Total: 935



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	38.30%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	2.12	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	58.86%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	13.17%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.47%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	79.22%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	12.99%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	95.45%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	48.15%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	89.36%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	42.59%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	95.00%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	61.11%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.31%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	94.78%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	88.89%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Kay

District: Tonkawa

Total Student Enrollment: 725

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 101



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	33.33%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	89.80%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.02%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	66.67%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	50.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	50.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.50%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	80.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Kingfisher

District: Cashion

Total Student Enrollment: 474

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 57



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	85.96%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.51%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	54.55%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Kingfisher

District: Dover

Total Student Enrollment: 192

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 39



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	28.57%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	97.22%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	2.78%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	80.00%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	90.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan (SPP 2005- 2013)*, as well as the *Oklahoma Annual Performance Report (APR; 2013)* can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Kingfisher

District: Hennessey

Total Student Enrollment: 839

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 146



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	60.94%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	77.78%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	87.50%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	70.89%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Kingfisher

District: Kingfisher

Total Student Enrollment: 1420

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 216



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	46.84%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	3.16%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	76.92%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	19.23%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	92.31%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	73.33%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	87.50%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	86.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	75.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	86.67%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	84.83%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Kingfisher

District: Lomega

Total Student Enrollment: 218

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 33



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 86.21% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 3.45% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 3.45% < 1.85% No

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	85.61%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Kingfisher

District: Okarche

Total Student Enrollment: 285

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 38



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	80.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	8.57%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	0.00%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Kiowa

District: Hobart

Total Student Enrollment: 817

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 112



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	78.57%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.02%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	85.71%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Kiowa

District: Lone Wolf

Total Student Enrollment: 84

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 18



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	50.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Kiowa

District: Mountain View-Gotebo

Total Student Enrollment: 263

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 40



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	92.31%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	2.56%	< 1.85%	No
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Mountain View-Gotebo

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Kiowa

District: Snyder

Total Student Enrollment: 491

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 111



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	78.02%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	5.49%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	83.33%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	44.44%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	71.43%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	55.56%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	77.78%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.45%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Latimer

District: Buffalo Valley

Total Student Enrollment: 182

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 42



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 66.67% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 97.37% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	78.79%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Latimer

District: Panola

Total Student Enrollment: 217

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 40



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 20.00% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 61.54% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 7.69% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 5.13% < 1.85% No

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Latimer

District: Red Oak

Total Student Enrollment: 254

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 35



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	90.63%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	3.13%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	3.13%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Latimer

District: Wilburton

Total Student Enrollment: 909

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 194



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	30.77%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	83.01%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	2.61%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	97.56%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	2.44%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	91.59%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Le Flore

District: Arkoma

Total Student Enrollment: 433

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 81



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	90.41%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.74%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	90.54%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Le Flore

District: Bokoshe

Total Student Enrollment: 221

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 40



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 91.67% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 5.56% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 2.78% < 1.85% No

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	NA
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	79.01%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Le Flore

District: Cameron

Total Student Enrollment: 319

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 75



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	77.27%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	19.70%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	81.41%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Le Flore

District: Fanshawe

Total Student Enrollment: 66

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 16



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	91.49%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Le Flore

District: Heavener

Total Student Enrollment: 1100

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 143



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	30.77%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	81.25%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	5.47%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.78%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	6.67%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	6.67%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	75.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	60.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	75.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	60.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	75.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	60.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	98.25%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Le Flore

District: Hodgen

Total Student Enrollment: 293

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 47



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	77.42%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	99.50%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan (SPP 2005- 2013)*, as well as the *Oklahoma Annual Performance Report (APR; 2013)* can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Le Flore

District: Howe

Total Student Enrollment: 516

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 87



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	2.47	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	59.21%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.63%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	81.82%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	80.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	80.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	40.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	93.59%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Le Flore

District: Le Flore

Total Student Enrollment: 221

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 53



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	20.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	88.89%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	4.44%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	75.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	33.33%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	33.33%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	81.82%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Le Flore

District: Monroe

Total Student Enrollment: 129

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 24



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	75.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	93.76%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Le Flore

District: Panama

Total Student Enrollment: 705

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 111



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 93.48% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 6.52% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 89.47% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 5.26% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	60.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	71.43%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	71.43%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	66.67%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	85.71%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	92.63%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Le Flore

District: Pocola

Total Student Enrollment: 817

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 107



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	73.68%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	5.26%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	90.92%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Le Flore

District: Poteau

Total Student Enrollment: 2375

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 415



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	100%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	53.76%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	6.18%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.27%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	95.35%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	4.65%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	25.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	25.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	75.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	75.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	95.22%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	98.53%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	8.75%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Le Flore

District: Shady Point

Total Student Enrollment: 128

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 22



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	90.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	5.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	50.00%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	50.00%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	NA
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	94.41%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Le Flore

District: Spiro

Total Student Enrollment: 1228

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 144



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	5.88%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	7.53	< 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	82.71%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	13.53%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.75%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	72.73%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	71.43%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	50.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	85.71%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	94.89%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Le Flore

District: Talihina

Total Student Enrollment: 641

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 128



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	100%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	94.12%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.84%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	77.78%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	50.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	97.56%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	65.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan (SPP 2005- 2013)*, as well as the *Oklahoma Annual Performance Report (APR; 2013)* can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Le Flore

District: Whitesboro

Total Student Enrollment: 203

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 40



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 50.00% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 94.29% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 2.86% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	90.91%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Le Flore

District: Wister

Total Student Enrollment: 581

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 97



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	94.94%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	3.80%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	88.89%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	90.91%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	83.33%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	91.67%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	87.61%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

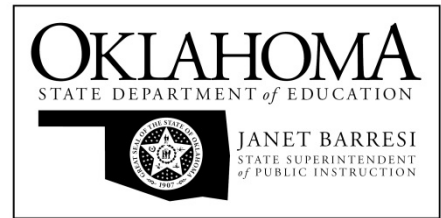
County: Lincoln

District: Agra

Total Student Enrollment: 450

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 58



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	63.27%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	8.16%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	90.06%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Lincoln

District: Carney

Total Student Enrollment: 233

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 39



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 91.43% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 2.86% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 75.00% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 25.00% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Lincoln

District: Chandler

Total Student Enrollment: 1124

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 164



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	50.68%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	1.37%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	2.05%	< 1.85%	No

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	88.89%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	83.33%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	80.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	80.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	92.06%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	97.30%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Lincoln

District: Davenport

Total Student Enrollment: 356

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 54



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 58.49% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 3.77% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 0.00% 39.49% No

Percent attending separate special education class, separate school, or residential facility 100% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	92.15%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Lincoln

District: Meeker

Total Student Enrollment: 893

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 183



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	7.76	< 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	33.14%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	5.71%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.57%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	75.00%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	12.50%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	50.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	66.67%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	66.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	66.67%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	62.64%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Lincoln

District: Prague

Total Student Enrollment: 1046

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 138



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 45.45% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 54.10% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 11.48% < 9.84% No

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 93.75% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	50.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	87.50%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	60.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	75.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.94%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	82.14%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Lincoln

District: Stroud

Total Student Enrollment: 848

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 103



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	37.50%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	72.83%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	8.70%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	66.67%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	66.67%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	33.33%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	33.33%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	76.47%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Lincoln

District: Wellston

Total Student Enrollment: 661

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 87



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	56.79%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	4.94%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	95.00%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	71.43%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	50.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Lincoln

District: White Rock

Total Student Enrollment: 125

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 28



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	91.30%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	4.35%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	20.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Logan

District: Coyle

Total Student Enrollment: 328

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 67



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 70.00% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 6.67% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 85.71% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 14.29% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	80.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	80.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	80.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	98.46%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Logan

District: Crescent

Total Student Enrollment: 623

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 105



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	91.75%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.03%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	3.09%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	25.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	62.50%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	79.31%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Logan

District: Guthrie

Total Student Enrollment: 3447

Enrollment Cluster: 2*

Child Count (students with disabilities) Total: 477



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	39.39%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	2.03	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	58.39%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	17.00%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	1.57%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	63.33%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	36.67%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	71.43%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	48.39%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	71.43%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	51.61%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	86.67%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	64.52%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	89.52%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	99.07%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Logan

District: Mulhall-Orlando

Total Student Enrollment: 249

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 44



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 90.24% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 4.88% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	92.34%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Love

District: Greenville

Total Student Enrollment: 111

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 14



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	75.00%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	25.00%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	0.00%	39.49%	No
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Percent attending separate special education class, separate school, or residential facility	50.00%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

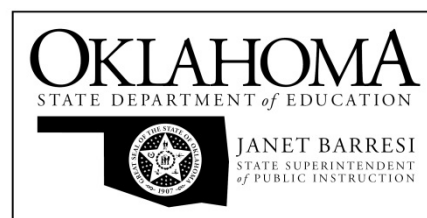
County: Love

District: Marietta

Total Student Enrollment: 1010

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 130



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	68.64%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.69%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	2.54%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	50.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	16.67%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.33%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Love

District: Thackerville

Total Student Enrollment: 276

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 52



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	88.10%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	7.14%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	2.38%	< 1.85%	No

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	80.00%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	70.90%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Love

District: Turner

Total Student Enrollment: 329

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 70



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	100%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	72.73%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.03%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.41%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	92.86%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Major

District: Aline-Cleo

Total Student Enrollment: 147

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 32



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.41%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Major

District: Cimarron

Total Student Enrollment: 281

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 51



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 40.43% 51.04% No

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	8.33%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Major

District: Fairview

Total Student Enrollment: 718

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 163



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	20.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	77.46%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.41%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	52.38%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	4.76%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	87.50%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	60.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	90.00%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	40.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	70.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	93.99%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	70.37%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Major

District: Ringwood

Total Student Enrollment: 393

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 62



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 20.00% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 74.07% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 5.56% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 0.00% 39.49% No

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	97.98%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	88.89%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Marshall

District: Kingston

Total Student Enrollment: 1201

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 248



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	70.30%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	5.45%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	89.13%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	4.35%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	90.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	92.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	95.45%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	76.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	89.58%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	77.42%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Marshall

District: Madill

Total Student Enrollment: 1797

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 217



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	100%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	50.23%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	7.44%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	2.33%	< 1.85%	No

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	33.33%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	50.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	33.33%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	95.93%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	81.48%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	82.93%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Mayes

District: Adair

Total Student Enrollment: 1028

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 154



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	65.07%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	13.70%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.68%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	75.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	12.50%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	79.33%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Mayes

District: Chouteau-Mazie

Total Student Enrollment: 856

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 146



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	27.27%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	1.82	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	58.27%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	12.23%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	85.71%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	85.38%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	95.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Mayes

District: Locust Grove

Total Student Enrollment: 1535

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 353



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	100%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	82.98%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	4.56%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.61%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	79.17%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	8.33%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	42.86%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	14.29%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	14.29%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.72%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Mayes

District: Osage

Total Student Enrollment: 182

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 44



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	72.50%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	2.50%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	50.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	25.00%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	98.25%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Mayes

District: Pryor

Total Student Enrollment: 2676

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 334



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 63.85% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 10.47% < 9.84% No

Percent of students with disabilities in separate schools/facilities. 0.68% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 97.37% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 2.63% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	94.44%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	33.33%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	88.89%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	42.86%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	94.44%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	42.86%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	79.06%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Mayes

District: Salina

Total Student Enrollment: 826

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 146



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	87.94%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	4.26%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	50.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	91.89%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	78.79%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Mayes

District: Spavinaw

Total Student Enrollment: 90

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 28



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	66.67%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	33.33%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	84.00%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Mayes

District: Wickliffe

Total Student Enrollment: 134

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 28



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	96.43%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	3.57%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
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Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	95.83%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: McClain

District: Blanchard

Total Student Enrollment: 1814

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 242



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	64.42%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.88%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.48%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	85.29%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	5.88%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	62.50%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	87.50%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	76.43%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	98.33%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	98.11%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: McClain

District: Byars

Total Student Enrollment: 39

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 12



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	90.91%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	9.09%	< 1.85%	No

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	NA	100%	NA
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

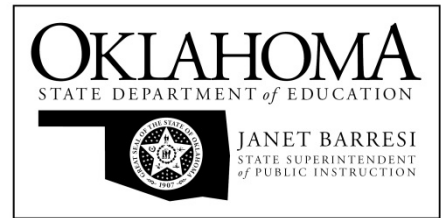
County: McClain

District: Dibble

Total Student Enrollment: 696

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 73



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	76.06%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	1.41%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	50.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	74.67%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	93.33%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: McClain

District: Newcastle

Total Student Enrollment: 1849

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 260



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	5.26%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	15.28	< 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	48.48%	51.04%	No
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Percent of students with disabilities inside regular class <40% of the day	3.46%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	46.43%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	35.71%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	85.71%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	75.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	71.43%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	80.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	85.71%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	79.34%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	72.58%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: McClain

District: Purcell

Total Student Enrollment: 1477

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 254



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	11.76% < 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	3.44 < 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	66.39%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	5.81%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	53.85%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	46.15%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	80.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	20.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	20.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	40.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	82.71%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	33.33%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

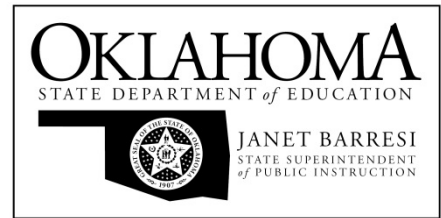
County: McClain

District: Washington

Total Student Enrollment: 956

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 149



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
<i>A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.</i>			
Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
<i>Note: Results may be different from other reports due to differences in calculations and data sources.</i>			
Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
<i>A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	61.81%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.69%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	60.00%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	50.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	66.67%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.88%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: McClain

District: Wayne

Total Student Enrollment: 515

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 103



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 75.25% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 1.98% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	93.91%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: McCurtain

District: Battiest

Total Student Enrollment: 263

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 47



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	69.05%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.38%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	2.38%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Mccurtain

District: Broken Bow

Total Student Enrollment: 1763

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 213



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	7.14%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	68.66%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	14.93%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.50%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	50.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	41.67%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	50.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	66.67%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.74%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	96.67%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	97.06%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Mccurtain

District: Denison

Total Student Enrollment: 308

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 34



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	80.65%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	63.04%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: McCurtain

District: Eagletown

Total Student Enrollment: 231

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 42



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	79.49%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	5.13%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	2.56%	< 1.85%	No
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	33.33%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Mccurtain

District: Forest Grove

Total Student Enrollment: 176

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 54



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	92.00%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Mccurtain

District: Glover

Total Student Enrollment: 81

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 19



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	93.33%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	6.67%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: McCurtain

District: Haworth

Total Student Enrollment: 591

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 100



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 50.00% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 76.67% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 2.22% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 90.00% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	66.67%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	75.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	98.39%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Mccurtain

District: Holly Creek

Total Student Enrollment: 175

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 51



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	83.33%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	11.90%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	81.33%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

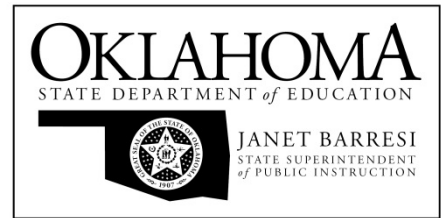
County: Mccurtain

District: Idabel

Total Student Enrollment: 1243

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 181



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	12.50%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	0.87	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	57.75%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	4.93%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	55.56%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	44.44%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	77.78%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	90.94%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	68.18%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Mccurtain

District: Lukfata

Total Student Enrollment: 361

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 67



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	96.30%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.85%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	0.00%	39.49%	No
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Percent attending separate special education class, separate school, or residential facility	76.92%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.08%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Mccurtain

District: Smithville

Total Student Enrollment: 289

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 46



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	69.23%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	70.59%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: McCurtain

District: Valliant

Total Student Enrollment: 948

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 152



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	31.82% < 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	75.17%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	4.03%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	1.34%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	95.50%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	83.67%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: McCurtain

District: Wright City

Total Student Enrollment: 419

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 72



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	16.67%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	86.76%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	4.41%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	94.63%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: McIntosh

District: Checotah

Total Student Enrollment: 1590

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 264



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	4.76%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	76.72%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	9.05%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	53.13%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	40.63%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	87.50%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	44.44%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	88.89%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	33.33%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	80.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	55.56%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	90.77%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	83.61%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: McIntosh

District: Eufaula

Total Student Enrollment: 1232

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 294



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	15.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	65.60%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	4.40%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	95.45%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	2.27%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	85.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	44.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	83.33%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	56.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	88.89%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	72.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	94.94%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	98.84%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: McIntosh

District: Hanna

Total Student Enrollment: 315

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 36



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	50.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	78.79%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	12.12%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: McIntosh

District: Midway

Total Student Enrollment: 219

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 54



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	86.79%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.89%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	61.22%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: McIntosh

District: Ryal

Total Student Enrollment: 59

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 23



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out NA < 4.05% NA

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 94.74% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	0.00%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: McIntosh

District: Stidham

Total Student Enrollment: 152

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 35



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	70.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	80.00%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	20.00%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	94.67%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Murray

District: Davis

Total Student Enrollment: 1067

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 197



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	43.33%	51.04%	No
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Percent of students with disabilities inside regular class <40% of the day	10.00%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	1.11%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	86.93%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	2.56%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Murray

District: Oklahoma School For The Deaf

Total Student Enrollment: 156

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 78



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	0.00%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	100%	< 1.85%	No

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	0.00%	39.49%	No
Percent attending separate special education class, separate school, or residential facility	100%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Oklahoma School For The Deaf

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	50.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	25.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	50.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	25.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	NA	100%	NA
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	93.33%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Murray

District: Sulphur

Total Student Enrollment: 1462

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 227



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	15.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	44.55%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	7.92%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	8.91%	< 1.85%	No

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	96.00%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	90.91%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	79.03%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	40.43%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Muskogee

District: Braggs

Total Student Enrollment: 188

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 52



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	33.33%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	84.78%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	13.04%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	2.17%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	69.44%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Muskogee

District: Fort Gibson

Total Student Enrollment: 1877

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 244



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 69.74% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 7.46% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 1.32% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 75.00% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	72.73%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	63.64%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	72.73%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	90.26%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

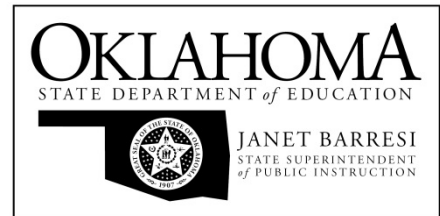
County: Muskogee

District: Haskell

Total Student Enrollment: 879

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 217



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
<i>A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.</i>			
Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of exited students with disabilities who dropped out	12.50%	< 4.05%	No
<i>Note: Results may be different from other reports due to differences in calculations and data sources.</i>			
Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
<i>A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.22	< 2.50	Yes
Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	62.50%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	6.77%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.04%	< 1.85%	Yes
Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	77.78%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	95.20%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Muskogee

District: Hildale

Total Student Enrollment: 1809

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 309



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	20.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	66.10%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	8.22%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	2.74%	< 1.85%	No

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	82.35%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	11.76%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	93.33%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	86.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	87.23%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	91.23%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Muskogee

District: Muskogee

Total Student Enrollment: 6331

Enrollment Cluster: 2*

Child Count (students with disabilities) Total: 848



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	17.65%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	0.93	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	50.45%	51.04%	No
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Percent of students with disabilities inside regular class <40% of the day	16.73%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	3.60%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	91.55%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	4.23%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	65.91%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	55.22%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	70.83%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	62.69%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	70.73%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	71.64%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	86.60%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	99.28%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	42.86%	100%	No
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	97.71%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Muskogee

District: Oktaha

Total Student Enrollment: 769

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 149



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	71.43%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	6.35%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.79%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	95.65%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	4.35%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	88.89%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	88.89%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	88.89%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	93.16%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	97.56%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Muskogee

District: Parkview-Ok. Sch For The Blind

Total Student Enrollment: 89

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 46



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	0.00%	51.04%	No
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	100%	< 1.85%	No
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
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Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Parkview-Ok. Sch For The Blind

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	98.67%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Muskogee

District: Porum

Total Student Enrollment: 486

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 94



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	100%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	73.33%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.22%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	2.22%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	85.95%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	83.33%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Muskogee

District: Wainwright

Total Student Enrollment: 131

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 35



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	93.10%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	6.90%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	33.33%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Muskogee

District: Warner

Total Student Enrollment: 721

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 136



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	6.88	< 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	86.84%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	5.26%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.88%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	88.89%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	45.45%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	80.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	36.36%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	75.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	72.73%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	66.08%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Muskogee

District: Webbers Falls

Total Student Enrollment: 297

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 67



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 77.59% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 13.79% < 9.84% No

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	94.59%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	80.95%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Noble

District: Billings

Total Student Enrollment: 61

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 16



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 64.29% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Noble

District: Frontier

Total Student Enrollment: 349

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 71



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	25.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	78.33%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	3.33%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	94.67%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	75.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan (SPP 2005- 2013)*, as well as the *Oklahoma Annual Performance Report (APR; 2013)* can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Noble

District: Morrison

Total Student Enrollment: 558

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 82



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 93.33% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	90.36%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Noble

District: Perry

Total Student Enrollment: 1170

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 170



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	20.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	68.99%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	5.06%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	1.90%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	72.73%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	75.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	87.50%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	50.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	87.50%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	50.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	75.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	87.89%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	95.24%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Nowata

District: Nowata

Total Student Enrollment: 958

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 118



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	5.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	5.34	< 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	65.14%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	10.09%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	2.75%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	44.44%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	92.98%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	78.38%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Nowata

District: Oklahoma Union

Total Student Enrollment: 656

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 86



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	3.31	< 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	57.33%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.33%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	81.82%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	40.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	80.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	60.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	60.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	86.34%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	69.23%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Nowata

District: South Coffeyville

Total Student Enrollment: 258

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 49



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 83.33% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Okfuskee

District: Bearden

Total Student Enrollment: 121

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 25



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	66.67%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Okfuskee

District: Graham

Total Student Enrollment: 203

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 25



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	50.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	79.17%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Okfuskee

District: Graham Charter: Epic

Total Student Enrollment:

Enrollment Cluster: *

Child Count (students with disabilities) Total:



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 43.48% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 73.48% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 17.13% < 9.84% No

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 0.00% 39.49% No

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	98.17%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	60.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Okfuskee

District: Mason

Total Student Enrollment: 273

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 49



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	73.47%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	4.08%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
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Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	97.92%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	23.81%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Okfuskee

District: Okemah

Total Student Enrollment: 905

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 181



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 20.00% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions 0.8 < 2.50 Yes

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 70.52% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 4.05% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.58% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	66.67%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	57.14%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	60.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	57.14%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	83.33%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	85.71%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.68%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	98.04%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Okfuskee

District: Paden

Total Student Enrollment: 259

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 47



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	4.51	< 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	24.00%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	NA	100%	NA
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Okfuskee

District: Weleetka

Total Student Enrollment: 414

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 103



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	30.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	1.51	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	37.11%	51.04%	No
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Percent of students with disabilities inside regular class <40% of the day	1.03%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	25.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Oklahoma

District: Bethany

Total Student Enrollment: 1651

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 281



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	71.95%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	3.25%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	19.11%	< 1.85%	No
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	40.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	57.14%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	87.50%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	33.33%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	44.44%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	50.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	44.44%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	85.96%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	82.61%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Oklahoma

District: Choctaw/Nicoma Park

Total Student Enrollment: 5409

Enrollment Cluster: 2*

Child Count (students with disabilities) Total: 737



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	18.92%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	0.63	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	57.25%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	13.44%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.60%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	36.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	45.33%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Choctaw/Nicoma Park

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	93.33%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	61.11%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	63.89%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	72.22%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	86.85%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	96.09%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	94.44%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Oklahoma

District: Crooked Oak

Total Student Enrollment: 1147

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 182



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 69.75% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 3.09% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 1.23% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 85.00% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 15.00% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Crooked Oak

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	94.00%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	97.14%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Oklahoma

District: Crutch

Total Student Enrollment: 335

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 54



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	73.91%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Oklahoma

District: Deer Creek

Total Student Enrollment: 4625

Enrollment Cluster: 2*

Child Count (students with disabilities) Total: 548



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	74.75%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.76%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	42.50%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	42.50%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	92.86%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	92.86%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	81.82%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	57.14%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	86.51%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Oklahoma

District: Edmond

Total Student Enrollment: 22489

Enrollment Cluster: 1*

Child Count (students with disabilities) Total: 2589



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	5.33%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	1.73	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	64.37%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	16.30%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.77%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	43.97%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	31.13%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	92.59%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	61.90%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	91.23%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	69.52%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	92.98%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	73.33%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	80.03%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	97.61%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	96.55%	100%	No
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Oklahoma

District: Harrah

Total Student Enrollment: 2164

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 441



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	8.33%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	0.65	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	53.58%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	9.88%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.25%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	11.11%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	58.33%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	40.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	80.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	20.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	95.26%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	68.57%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Oklahoma

District: Jones

Total Student Enrollment: 1153

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 126



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	14.29%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	40.65%	51.04%	No
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Percent of students with disabilities inside regular class <40% of the day	3.25%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	75.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	75.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	75.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	25.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	77.63%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	89.66%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Oklahoma

District: Luther

Total Student Enrollment: 883

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 138



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	57.36%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	88.89%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	50.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	20.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	50.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	20.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	50.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	20.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	92.11%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	51.61%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Oklahoma

District: Midwest City-Del City

Total Student Enrollment: 14680

Enrollment Cluster: 1*

Child Count (students with disabilities) Total: 1951



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	22.61%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	1.05	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	64.26%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	8.98%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	2.53%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	45.19%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	42.22%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Midwest City-Del City

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	92.86%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.88%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	93.00%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	52.63%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	95.24%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	73.68%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	91.33%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Oklahoma

District: Millwood

Total Student Enrollment: 950

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 96



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	20.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	2.02	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	46.32%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	9.47%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	77.32%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	86.96%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Oklahoma

District: Oakdale

Total Student Enrollment: 597

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 65



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	89.47%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	1.75%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	37.50%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	12.50%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	87.04%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	39.29%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Oklahoma

District: Oklahoma City

Total Student Enrollment: 39886

Enrollment Cluster: 1*

Child Count (students with disabilities) Total: 4997



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	2.72%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	1.91	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	44.80%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	15.89%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	2.14%	< 1.85%	No

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	90.91%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	6.91%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	42.86%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	38.89%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	35.90%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	44.44%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	45.45%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	57.41%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	83.30%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	75.94%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	99.90%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Oklahoma

District: Oklahoma City Charter Santa Fe South Ms

Total Student Enrollment: 380

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 29



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
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Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Oklahoma City Charter Santa Fe South Ms

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Oklahoma

District: Oklahoma City Charter: Harding Charter

Total Student Enrollment: 477

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 14



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
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Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Oklahoma City Charter: Harding Charter

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Oklahoma

District: Oklahoma City Charter: Astec Charters

Total Student Enrollment: 733

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 58



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	20.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
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Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Oklahoma City Charter: Astec Charters

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	0.00%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Oklahoma

District: Oklahoma City Charter: Dove Science Acad

Total Student Enrollment: 475

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 16



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
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Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Oklahoma City Charter: Dove Science Acad

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Oklahoma

District: Oklahoma City Charter: Dove Science Academy

Total Student Enrollment: 296

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 22



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	90.48%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Oklahoma City Charter: Dove Science Academy

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

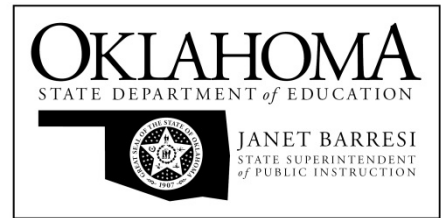
County: Oklahoma

District: Oklahoma City Charter: Harding Fine Arts

Total Student Enrollment: 336

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 29



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
<i>A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.</i>			
Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
<i>Note: Results may be different from other reports due to differences in calculations and data sources.</i>			
Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
<i>A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	96.55%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.45%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Oklahoma City Charter: Harding Fine Arts

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Oklahoma

District: Oklahoma City Charter: Independence M

Total Student Enrollment: 305

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 42



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	52.38%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	2.38%	< 1.85%	No
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
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Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Oklahoma City Charter: Independence M

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Oklahoma

District: Oklahoma City Charter: Kipp Reach Coll.

Total Student Enrollment: 269

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 29



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
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Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Oklahoma City Charter: Kipp Reach Coll.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Oklahoma

District: Oklahoma City Charter: Santa Fe South Hs

Total Student Enrollment: 545

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 44



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	97.73%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
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Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Oklahoma City Charter: Santa Fe South Hs

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	80.00%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

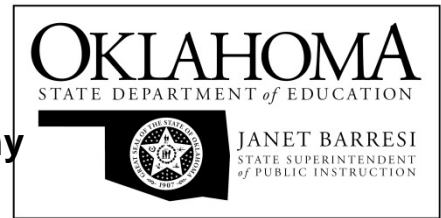
County: Oklahoma

District: Oklahoma City Charter: Seeworth Academy

Total Student Enrollment: 491

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 143



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	98.25%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	99.30%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Oklahoma City Charter: Seeworth Academy

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Oklahoma

District: Oklahoma City Charter: Western Village

Total Student Enrollment: 330

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 37



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	89.29%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Oklahoma City Charter: Western Village

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	66.67%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	14.29%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	71.43%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	50.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	57.14%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	92.00%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Oklahoma

District: Oklahoma Virtual Academy

Total Student Enrollment: 2636

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 329



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Oklahoma Virtual Academy

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.37%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	96.67%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	42.55%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Oklahoma

District: Putnam City

Total Student Enrollment: 19257

Enrollment Cluster: 1*

Child Count (students with disabilities) Total: 2772



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	26.51%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	0.87	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	64.87%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	13.65%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	2.22%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	43.41%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	41.46%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	97.87%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	32.87%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	97.08%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	38.46%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	93.98%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	57.34%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	90.32%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	98.92%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	96.88%	100%	No
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	97.57%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Oklahoma

District: Santa Fe South Elementary

Total Student Enrollment: 474

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 42



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Santa Fe South Elementary

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	98.67%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	96.77%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Oklahoma

District: Western Heights

Total Student Enrollment: 3800

Enrollment Cluster: 2*

Child Count (students with disabilities) Total: 452



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	43.75%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	51.21%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	11.59%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.48%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	76.32%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	23.68%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Western Heights

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	91.67%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	53.33%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	92.86%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	53.33%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	91.67%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	66.67%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	94.84%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Okmulgee

District: Beggs

Total Student Enrollment: 1219

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 214



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	13.33%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	52.48%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.49%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	91.67%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	8.33%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.69%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	91.30%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	38.60%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Okmulgee

District: Dewar

Total Student Enrollment: 439

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 81



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	72.00%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	99.63%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	84.62%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Okmulgee

District: Henryetta

Total Student Enrollment: 1277

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 273



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 43.75% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions 6.13 < 2.50 No

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 53.31% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 2.72% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.78% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 56.25% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 37.50% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	92.86%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	60.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	92.86%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	73.33%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	86.67%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	81.30%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	82.54%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Okmulgee

District: Morris

Total Student Enrollment: 1047

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 169



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	23.81% < 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	64.29%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.95%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.65%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	79.69%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Okmulgee

District: Okmulgee

Total Student Enrollment: 1563

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 290



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	18.75%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	4.05	< 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	39.16%	51.04%	No
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Percent of students with disabilities inside regular class <40% of the day	11.79%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	2.66%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	85.19%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	7.41%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	62.50%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	87.50%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	90.99%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	97.92%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Okmulgee

District: Preston

Total Student Enrollment: 534

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 43



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 94.59% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	98.59%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Okmulgee

District: Schuler

Total Student Enrollment: 175

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 37



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	88.89%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	83.33%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Okmulgee

District: Twin Hills

Total Student Enrollment: 363

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 63



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	84.48%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	6.90%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	80.00%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	98.82%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Okmulgee

District: Wilson

Total Student Enrollment: 273

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 42



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	67.57%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.70%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	95.92%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Osage

District: Anderson

Total Student Enrollment: 285

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 38



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	79.41%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	99.89%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Osage

District: Avant

Total Student Enrollment: 91

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 17



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	100%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	81.25%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	0.00%	39.49%	No
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Percent attending separate special education class, separate school, or residential facility	100%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Osage

District: Barnsdall

Total Student Enrollment: 429

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 99



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	16.67%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	88.54%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.08%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	1.04%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	66.67%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	92.96%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	77.27%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Osage

District: Bowring

Total Student Enrollment: 69

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 17



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Osage

District: Hominy

Total Student Enrollment: 588

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 91



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	2.73	< 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	60.24%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	6.02%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	82.14%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	85.71%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Osage

District: Mc Cord

Total Student Enrollment: 238

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 41



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	74.29%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	83.33%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Osage

District: Osage Hills

Total Student Enrollment: 169

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 32



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	83.33%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	76.00%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Osage

District: Pawhuska

Total Student Enrollment: 858

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 171



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	59.35%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	4.52%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	87.50%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	6.25%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	81.82%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	72.73%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	90.91%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	95.22%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Osage

District: Prue

Total Student Enrollment: 310

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 65



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 50.00% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions 3.77 < 2.50 No

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 70.77% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program NA 39.49% NA

Percent attending separate special education class, separate school, or residential facility NA <18.40% NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	60.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	60.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	60.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	97.70%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	NA	100%	NA
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Osage

District: Shidler

Total Student Enrollment: 256

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 57



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	96.08%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	83.33%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.27%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Osage

District: Woodland

Total Student Enrollment: 442

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 90



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 79.01% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 3.70% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	83.33%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	89.73%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

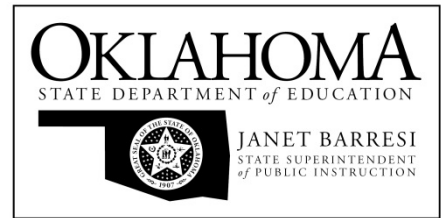
County: Osage

District: Wynona

Total Student Enrollment: 110

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 22



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	76.19%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	57.14%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Ottawa

District: Afton

Total Student Enrollment: 471

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 102



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	100%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	86.60%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.09%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	80.00%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	80.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	20.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	40.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	80.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.00%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	96.55%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Ottawa

District: Commerce

Total Student Enrollment: 871

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 153



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	12.50%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	0.36	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	52.78%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	4.17%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.69%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	66.67%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	33.33%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	33.33%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	66.67%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	80.85%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	97.14%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Ottawa

District: Fairland

Total Student Enrollment: 594

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 110



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	70.09%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	9.35%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	66.67%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	83.33%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	83.33%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	97.87%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan (SPP 2005- 2013)*, as well as the *Oklahoma Annual Performance Report (APR; 2013)* can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Ottawa

District: Miami

Total Student Enrollment: 2562

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 350



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions 1.42 < 2.50 Yes

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 75.70% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 3.43% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 6.54% < 1.85% No

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 89.66% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	70.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	58.82%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	81.82%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	58.82%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	90.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	70.59%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.17%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	60.53%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Ottawa

District: Quapaw

Total Student Enrollment: 670

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 102



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	11.11%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	1.86	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	86.36%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.27%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	90.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	83.33%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	71.43%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	66.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	50.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	58.33%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	92.31%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	47.83%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Ottawa

District: Turkey Ford

Total Student Enrollment: 112

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 25



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out NA < 4.05% NA

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 78.95% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	90.09%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Ottawa

District: Wyandotte

Total Student Enrollment: 815

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 136



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	7.14%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	83.61%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.64%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	4.92%	< 1.85%	No
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	78.57%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	7.14%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	80.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	72.62%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan (SPP 2005- 2013)*, as well as the *Oklahoma Annual Performance Report (APR; 2013)* can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pawnee

District: Cleveland

Total Student Enrollment: 1730

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 274



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	59.09%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.27%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.38%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	89.39%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pawnee

District: Jennings

Total Student Enrollment: 180

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 38



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	94.12%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pawnee

District: Pawnee

Total Student Enrollment: 749

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 135



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 67.24% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 10.34% < 9.84% No

Percent of students with disabilities in separate schools/facilities. 0.86% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 89.47% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 10.53% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	93.33%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	93.33%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	93.33%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	81.44%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Payne

District: Cushing

Total Student Enrollment: 1812

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 344



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 54.31% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 10.54% < 9.84% No

Percent of students with disabilities in separate schools/facilities. 0.32% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 51.61% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 41.94% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	78.57%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	56.25%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	92.31%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	37.50%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	92.86%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	56.25%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	84.58%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	98.44%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Payne

District: Glencoe

Total Student Enrollment: 325

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 55



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	2.45	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	87.23%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	62.50%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	25.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	95.38%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	78.57%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Payne

District: Oak Grove

Total Student Enrollment: 191

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 13



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	76.92%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Payne

District: Perkins-Tryon

Total Student Enrollment: 1480

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 260



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	13.64%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	5.63	< 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	46.58%	51.04%	No
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Percent of students with disabilities inside regular class <40% of the day	4.70%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	1.28%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	88.46%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	62.50%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	87.50%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	94.81%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	NA	100%	NA
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	63.51%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Payne

District: Ripley

Total Student Enrollment: 473

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 85



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 97.37% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 1.32% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 66.67% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.67%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	65.52%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Payne

District: Stillwater

Total Student Enrollment: 5996

Enrollment Cluster: 2*

Child Count (students with disabilities) Total: 886



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	64.29%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	10.38	< 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	62.18%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	6.92%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.62%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	85.71%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	42.86%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	85.71%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	92.31%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	78.57%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	94.24%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	99.44%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Payne

District: Yale

Total Student Enrollment: 480

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 68



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	75.00%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	14.06%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	50.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	25.00%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	66.67%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	80.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	80.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	80.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	44.74%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	71.43%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pittsburg

District: Canadian

Total Student Enrollment: 449

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 101



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	60.00%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	1.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	0.00%	39.49%	No
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Percent attending separate special education class, separate school, or residential facility	100%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	99.29%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	59.26%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

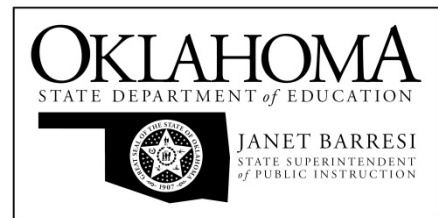
County: Pittsburg

District: Crowder

Total Student Enrollment: 506

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 95



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	2.6	< 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	70.00%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	12.22%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	76.34%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pittsburg

District: Frink-Chambers

Total Student Enrollment: 430

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 55



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	61.70%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	94.59%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pittsburg

District: Haileyville

Total Student Enrollment: 371

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 81



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	30.77%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	51.28%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	50.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	50.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pittsburg

District: Hartshorne

Total Student Enrollment: 771

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 172



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	8.33%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	82.58%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.65%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.65%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	94.12%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	60.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	57.14%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	50.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	42.86%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	80.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	57.14%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	85.82%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	96.30%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	85.71%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pittsburg

District: Haywood

Total Student Enrollment: 129

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 31



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	88.00%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	83.33%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	75.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	75.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	33.33%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	50.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	87.50%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pittsburg

District: Indianola

Total Student Enrollment: 229

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 57



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 50.00% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions 15.09 < 2.50 No

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 82.35% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 5.88% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	95.24%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pittsburg

District: Kiowa

Total Student Enrollment: 318

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 67



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	20.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	74.19%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.61%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.33%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pittsburg

District: Krebs

Total Student Enrollment: 372

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 40



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	82.35%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.94%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	57.58%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan (SPP 2005- 2013)*, as well as the *Oklahoma Annual Performance Report (APR; 2013)* can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pittsburg

District: Mc Alester

Total Student Enrollment: 3069

Enrollment Cluster: 2*

Child Count (students with disabilities) Total: 444



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	45.45%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	48.56%	51.04%	No
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Percent of students with disabilities inside regular class <40% of the day	11.75%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.52%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	83.61%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	71.43%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	54.55%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	81.48%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	48.48%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	83.33%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	87.88%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.94%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	86.96%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pittsburg

District: Pittsburg

Total Student Enrollment: 139

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 24



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.00%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pittsburg

District: Quinton

Total Student Enrollment: 566

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 157



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	56.25%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	73.38%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	3.60%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.72%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	94.44%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	93.67%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pittsburg

District: Savanna

Total Student Enrollment: 358

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 64



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 75.00% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 5.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 3.33% < 1.85% No

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	80.00%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	64.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pittsburg

District: Tannehill

Total Student Enrollment: 182

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 40



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out NA < 4.05% NA

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 58.97% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	85.71%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pontotoc

District: Ada

Total Student Enrollment: 2666

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 480



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	19.35%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	37.27%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	16.90%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	1.62%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	22.92%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	66.67%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	40.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	84.62%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	46.67%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	90.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	40.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	90.26%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	96.25%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pontotoc

District: Allen

Total Student Enrollment: 444

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 64



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	18.18%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	85.71%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	75.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	60.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	75.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	60.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	87.80%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	77.78%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pontotoc

District: Byng

Total Student Enrollment: 1818

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 357



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	21.74% < 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	3.18 < 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	40.98% 51.04%	No
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Percent of students with disabilities inside regular class <40% of the day	10.40% < 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.61% < 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	50.00% 39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	33.33% <18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	92.86%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	77.78%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	92.31%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	88.89%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	72.22%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.73%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pontotoc

District: Latta

Total Student Enrollment: 846

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 132



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	44.44%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	44.17%	51.04%	No
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Percent of students with disabilities inside regular class <40% of the day	10.00%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	1.67%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	16.67%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	8.33%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	94.66%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	0.00%	100%	No
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pontotoc

District: Roff

Total Student Enrollment: 331

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 73



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	43.94%	51.04%	No
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Percent of students with disabilities inside regular class <40% of the day	6.06%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	1.52%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	42.86%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.00%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	94.12%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pontotoc

District: Stonewall

Total Student Enrollment: 444

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 91



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	55.06%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	7.87%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	82.35%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pontotoc

District: Vanoss

Total Student Enrollment: 531

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 114



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	77.45%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	25.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	8.33%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	83.33%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	75.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	50.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	87.50%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	87.50%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	98.74%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pottawatomie

District: Asher

Total Student Enrollment: 251

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 39



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	78.95%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	7.89%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	2.63%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	50.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	50.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pottawatomie

District: Bethel

Total Student Enrollment: 1371

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 221



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	26.67%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	1.22	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	52.68%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.93%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.98%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	75.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	57.14%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	57.14%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	93.03%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	97.83%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pottawatomie

District: Dale

Total Student Enrollment: 707

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 100



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 65.93% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 1.10% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	5.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pottawatomie

District: Earlsboro

Total Student Enrollment: 231

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 38



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	94.29%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	2.86%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	66.67%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	33.33%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	87.50%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pottawatomie

District: Grove

Total Student Enrollment: 400

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 46



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	36.59%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	4.88%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	0.00%	39.49%	No
Percent attending separate special education class, separate school, or residential facility	60.00%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	79.34%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pottawatomie

District: Macomb

Total Student Enrollment: 329

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 62



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	14.29%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	75.44%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	3.51%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	60.00%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	40.00%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pottawatomie

District: Maud

Total Student Enrollment: 339

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 52



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	20.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	57.45%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	6.38%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	80.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	20.00%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pottawatomie

District: Mc Loud

Total Student Enrollment: 1834

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 311



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	36.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	2.1	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	65.14%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	6.34%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	88.89%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	88.89%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	77.78%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	92.08%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	90.24%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pottawatomie

District: North Rock Creek

Total Student Enrollment: 560

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 78



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	47.89%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	1.41%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	71.43%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	66.67%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	33.33%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	33.33%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	92.96%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pottawatomie

District: Pleasant Grove

Total Student Enrollment: 247

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 46



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	86.49%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.70%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	91.00%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	NA	100%	NA
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pottawatomie

District: Shawnee

Total Student Enrollment: 4065

Enrollment Cluster: 2*

Child Count (students with disabilities) Total: 620



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	15.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	2.11	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	58.85%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	5.77%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.19%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	93.98%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	70.59%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	64.52%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	81.48%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	48.39%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	90.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	90.32%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	83.10%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	97.40%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	97.76%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan (SPP 2005- 2013)*, as well as the *Oklahoma Annual Performance Report (APR; 2013)* can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pottawatomie

District: South Rock Creek

Total Student Enrollment: 412

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 35



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	60.61%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	6.06%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	3.03%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: South Rock Creek

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	95.24%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

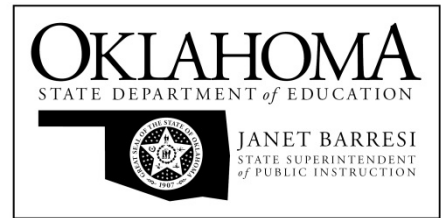
County: Pottawatomie

District: Tecumseh

Total Student Enrollment: 2190

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 304



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
<i>A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.</i>			
Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of exited students with disabilities who dropped out	10.53%	< 4.05%	No
<i>Note: Results may be different from other reports due to differences in calculations and data sources.</i>			
Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
<i>A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.</i>			
Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	0.44	< 2.50	Yes
Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	60.73%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	10.55%	< 9.84%	No
Percent of students with disabilities in separate schools/facilities.	1.82%	< 1.85%	Yes
Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	80.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	60.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	89.10%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pottawatomie

District: Wanette

Total Student Enrollment: 214

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 63



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	100%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	83.33%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	9.26%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	88.89%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	34.00%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pushmataha

District: Albion

Total Student Enrollment: 85

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 30



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	82.61%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pushmataha

District: Antlers

Total Student Enrollment: 1044

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 195



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	33.33%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	84.09%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	6.25%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.57%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	94.74%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	NA
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	90.11%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	93.62%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pushmataha

District: Clayton

Total Student Enrollment: 315

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 102



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	87.01%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	5.19%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	33.33%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	33.33%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	33.33%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	33.33%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	33.33%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	33.33%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	87.78%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	No	Yes	No
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pushmataha

District: Moyers

Total Student Enrollment: 183

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 69



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	14.29%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	96.49%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.75%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	1.75%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	60.00%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	84.62%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pushmataha

District: Nashoba

Total Student Enrollment: 44

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 17



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pushmataha

District: Rattan

Total Student Enrollment: 513

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 98



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	11.11%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	88.24%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	84.62%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	7.69%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	94.03%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Pushmataha

District: Tuskahoma

Total Student Enrollment: 126

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 36



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	100%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	65.22%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	77.00%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Roger Mills

District: Cheyenne

Total Student Enrollment: 342

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 47



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	100%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	90.91%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	2.27%	< 1.85%	No

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	66.67%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.00%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Roger Mills

District: Hammon

Total Student Enrollment: 264

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 23



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 91.30% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program NA 39.49% NA

Percent attending separate special education class, separate school, or residential facility NA <18.40% NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Roger Mills

District: Leedey

Total Student Enrollment: 210

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 32



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 96.55% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Roger Mills

District: Reydon

Total Student Enrollment: 124

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 13



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
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Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Roger Mills

District: Sweetwater

Total Student Enrollment: 106

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 17



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out NA < 4.05% NA

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 85.71% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 7.14% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Rogers

District: Catoosa

Total Student Enrollment: 2206

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 378



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	28.57%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	1.21	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	59.13%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	10.90%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	1.09%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	57.14%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	71.43%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	85.71%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	57.14%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	90.18%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Rogers

District: Chelsea

Total Student Enrollment: 987

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 207



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 43.75% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 30.10% 51.04% No

Percent of students with disabilities inside regular class <40% of the day 13.27% < 9.84% No

Percent of students with disabilities in separate schools/facilities. 0.51% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 72.73% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 18.18% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	91.89%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	73.17%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Rogers

District: Claremore

Total Student Enrollment: 4158

Enrollment Cluster: 2*

Child Count (students with disabilities) Total: 645



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 55.33% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 20.50% < 9.84% No

Percent of students with disabilities in separate schools/facilities. 1.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 46.67% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 35.56% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	33.33%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	33.33%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	97.06%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	81.83%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

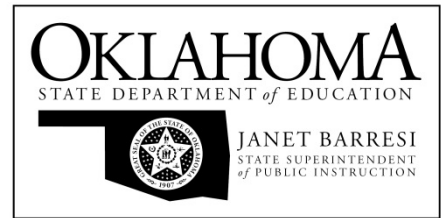
County: Rogers

District: Foyil

Total Student Enrollment: 630

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 112



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	20.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	13.88	< 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	37.86%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	5.83%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	66.67%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	33.33%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	84.72%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Rogers

District: Inola

Total Student Enrollment: 1328

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 211



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	7.69%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	72.68%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	9.79%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	1.03%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	76.47%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	11.76%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	80.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	80.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.70%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	96.43%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Rogers

District: Justus-Tiawah

Total Student Enrollment: 540

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 73



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	65.67%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	5.97%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	70.04%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Rogers

District: Oologah-Talala

Total Student Enrollment: 1822

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 227



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 55.35% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 6.51% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	70.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	60.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	70.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	91.85%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Rogers

District: Sequoyah

Total Student Enrollment: 1310

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 199



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	2.23	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	52.97%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	3.78%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.54%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	71.43%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	28.57%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	25.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.39%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Rogers

District: Verdigris

Total Student Enrollment: 1239

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 225



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	14.29%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	58.80%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	4.63%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	55.56%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	83.33%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	83.33%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	83.33%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	16.67%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	90.45%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	98.21%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Seminole

District: Bowlegs

Total Student Enrollment: 284

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 54



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 66.67% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 48.08% 51.04% No

Percent of students with disabilities inside regular class <40% of the day 15.38% < 9.84% No

Percent of students with disabilities in separate schools/facilities. 3.85% < 1.85% No

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	85.37%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Seminole

District: Butner

Total Student Enrollment: 216

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 48



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	93.02%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	6.98%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	60.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	20.00%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	89.19%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Seminole

District: Justice

Total Student Enrollment: 189

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 27



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	76.77%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Seminole

District: Konawa

Total Student Enrollment: 715

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 129



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 66.67% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions 2.27 < 2.50 Yes

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 77.27% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 9.09% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.91% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 84.21% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 5.26% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	33.33%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	77.78%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	60.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	55.56%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	50.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	88.89%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.55%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	93.10%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Seminole

District: New Lima

Total Student Enrollment: 271

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 29



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 79.31% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 3.45% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program NA 39.49% NA

Percent attending separate special education class, separate school, or residential facility NA <18.40% NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	92.67%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Seminole

District: Sasakwa

Total Student Enrollment: 203

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 47



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	25.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	69.23%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	5.13%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Seminole

District: Seminole

Total Student Enrollment: 1837

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 312



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 31.58% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 61.26% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 6.32% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 93.22% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 1.69% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	63.64%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	73.68%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	60.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	73.68%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	58.82%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	81.58%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.44%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	98.39%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	96.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Seminole

District: Strother

Total Student Enrollment: 390

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 71



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	77.42%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.61%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.00%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	95.83%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	94.12%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Seminole

District: Varnum

Total Student Enrollment: 285

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 47



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 65.91% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 2.27% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	82.43%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Seminole

District: Wewoka

Total Student Enrollment: 759

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 161



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 53.57% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 11.43% < 9.84% No

Percent of students with disabilities in separate schools/facilities. 1.43% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	83.33%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.66%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Sequoyah

District: Belfonte

Total Student Enrollment: 232

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 81



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	88.00%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	8.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	91.30%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Sequoyah

District: Brushy

Total Student Enrollment: 369

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 65



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	90.48%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	4.76%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	95.00%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Sequoyah

District: Central

Total Student Enrollment: 526

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 92



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	94.25%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.30%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	20.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	75.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	40.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	80.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Sequoyah

District: Gans

Total Student Enrollment: 388

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 89



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	87.95%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	1.20%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	85.09%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Sequoyah

District: Gore

Total Student Enrollment: 546

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 139



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 68.70% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 3.48% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	60.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	76.92%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	46.67%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	88.89%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	86.67%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	91.12%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Sequoyah

District: Liberty

Total Student Enrollment: 266

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 78



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	82.09%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.49%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	9.09%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	9.09%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	87.67%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Sequoyah

District: Marble City

Total Student Enrollment: 125

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 51



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	97.37%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.00%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Sequoyah

District: Moffett

Total Student Enrollment: 372

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 63



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	100%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	93.14%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Sequoyah

District: Muldrow

Total Student Enrollment: 1578

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 280



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	12.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	64.64%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	17.49%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.38%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	94.12%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	5.88%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	40.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	40.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	60.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	79.77%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Sequoyah

District: Roland

Total Student Enrollment: 1147

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 231



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	18.18%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	0.79	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	63.76%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.75%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	76.92%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	7.69%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	90.91%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	60.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	90.91%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	80.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	91.75%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	93.94%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Sequoyah

District: Sallisaw

Total Student Enrollment: 2048

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 336



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	54.43%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	6.23%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.98%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	90.32%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	6.45%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	66.67%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	11.11%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	87.50%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	22.22%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	87.50%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	44.44%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.67%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	88.54%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Sequoyah

District: Vian

Total Student Enrollment: 1019

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 230



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	8.33%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	60.75%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	6.99%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	88.89%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	72.22%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	94.12%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	83.33%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	93.75%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	88.89%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.00%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	85.71%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Stephens

District: Bray-Doyle

Total Student Enrollment: 349

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 54



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	2.73	< 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	51.92%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	1.92%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	90.48%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Stephens

District: Central High

Total Student Enrollment: 430

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 41



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	89.47%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.63%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	77.78%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Stephens

District: Comanche

Total Student Enrollment: 1097

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 160



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 20.00% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions 2.93 < 2.50 No

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 53.29% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 11.18% < 9.84% No

Percent of students with disabilities in separate schools/facilities. 0.66% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	71.43%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	71.43%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	85.71%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	43.94%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Stephens

District: Duncan

Total Student Enrollment: 3937

Enrollment Cluster: 2*

Child Count (students with disabilities) Total: 457



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	3.85%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	4.12	< 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	60.39%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	12.96%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.49%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	70.83%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	16.67%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	96.15%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	96.15%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	53.85%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	61.54%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	95.95%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	81.01%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	0.00%	100%	No
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Stephens

District: Empire

Total Student Enrollment: 485

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 55



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	96.08%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	75.71%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Stephens

District: Grandview

Total Student Enrollment: 142

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 25



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	81.82%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	95.89%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Stephens

District: Marlow

Total Student Enrollment: 1378

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 215



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 67.50% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 4.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 80.00% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	85.71%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	55.56%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	71.43%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	44.44%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	77.78%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	55.15%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	96.00%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Stephens

District: Velma-Alma

Total Student Enrollment: 438

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 72



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	81.82%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	9.09%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	55.56%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	36.36%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	55.56%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	27.27%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	80.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	81.82%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Texas

District: Goodwell

Total Student Enrollment: 223

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 23



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	100%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
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Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	97.56%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Texas

District: Guymon

Total Student Enrollment: 2837

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 366



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 29.63% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 78.15% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 6.46% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 63.41% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 34.15% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	70.05%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	80.36%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	97.14%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Texas

District: Hardesty

Total Student Enrollment: 82

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 7



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
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Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Texas

District: Hooker

Total Student Enrollment: 637

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 73



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 85.07% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 1.49% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 1.49% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 66.67% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 16.67% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	75.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	75.00%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	33.33%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	25.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	80.41%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	93.33%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Texas

District: Optima

Total Student Enrollment: 82

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 8



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
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Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Texas

District: Straight

Total Student Enrollment: 50

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 2



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	NA	100%	NA
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	No	Yes	No
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Texas

District: Texhoma

Total Student Enrollment: 219

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 21



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	95.24%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
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Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	97.94%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	NA	100%	NA
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Texas

District: Tyrone

Total Student Enrollment: 264

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 40



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	85.29%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	5.88%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	66.67%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	98.31%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Texas

District: Yarbrough

Total Student Enrollment: 81

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 14



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 100% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	66.67%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Tillman

District: Davidson

Total Student Enrollment: 93

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 23



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	95.45%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	4.55%	< 1.85%	No
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	No	Yes	No
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Tillman

District: Frederick

Total Student Enrollment: 877

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 141



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 33.33% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions 1.16 < 2.50 Yes

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 71.05% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 5.26% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.88% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 14.81% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	71.43%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	79.31%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Tillman

District: Grandfield

Total Student Enrollment: 264

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 41



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	28.57%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	73.53%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	8.82%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	69.23%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Tillman

District: Tipton

Total Student Enrollment: 341

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 68



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	58.33%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	55.38%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.54%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	38.46%	< 1.85%	No
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	0.00%	39.49%	No
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Percent attending separate special education class, separate school, or residential facility	100%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	93.57%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	75.86%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Tulsa

District: Berryhill

Total Student Enrollment: 1257

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 123



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 85.71% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 90.91% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	90.50%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	35.71%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Tulsa

District: Bixby

Total Student Enrollment: 5432

Enrollment Cluster: 2*

Child Count (students with disabilities) Total: 724



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 66.77% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 6.14% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.15% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 35.71% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 62.50% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	91.30%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	51.85%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	91.67%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	55.56%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	81.48%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	89.83%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Tulsa

District: Broken Arrow

Total Student Enrollment: 17207

Enrollment Cluster: 1*

Child Count (students with disabilities) Total: 2415



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	16.08%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	0.67	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	64.88%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	16.16%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	49.69%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	50.31%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	95.56%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	53.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	91.49%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	51.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	94.25%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	65.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	80.88%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	99.35%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	95.34%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Tulsa

District: Collinsville

Total Student Enrollment: 2641

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 381



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	15.79%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	67.45%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	9.38%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	67.50%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	22.50%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	96.00%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	32.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	36.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	95.45%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	40.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	89.70%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	98.02%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Tulsa

District: Deborah Brown Community School

Total Student Enrollment: 280

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 28



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Deborah Brown Community School

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	84.00%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	70.59%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Tulsa

District: Discovery School Of Tulsa

Total Student Enrollment: 860

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 60



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	81.67%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
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Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Discovery School Of Tulsa

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	77.27%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Tulsa

District: Glenpool

Total Student Enrollment: 2456

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 341



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	60.69%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	12.89%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.94%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	69.57%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	30.43%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	92.31%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	53.85%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	90.91%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	46.15%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	88.89%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	76.92%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	92.48%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	92.54%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Tulsa

District: Jenks

Total Student Enrollment: 10906

Enrollment Cluster: 1*

Child Count (students with disabilities) Total: 1681



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions 1.58 < 2.50 Yes

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 56.15% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 17.02% < 9.84% No

Percent of students with disabilities in separate schools/facilities. 0.96% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 58.04% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 38.39% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	67.86%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	58.82%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	64.52%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	56.86%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	78.57%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	70.59%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	85.54%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	99.77%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	77.78%	100%	No
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	93.73%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Tulsa

District: Keystone

Total Student Enrollment: 332

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 75



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	1.71	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	82.19%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	2.74%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	50.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	50.00%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Tulsa

District: Liberty

Total Student Enrollment: 595

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 103



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 57.58% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 1.01% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 1.01% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 75.00% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	97.00%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Tulsa

District: Owasso

Total Student Enrollment: 9321

Enrollment Cluster: 1*

Child Count (students with disabilities) Total: 998



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 54.35% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions 0.31 < 2.50 Yes

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 57.79% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 18.90% < 9.84% No

Percent of students with disabilities in separate schools/facilities. 0.21% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 31.34% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 40.30% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	96.30%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	71.88%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	88.46%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	56.25%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	92.31%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	85.63%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	97.86%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	91.67%	100%	No
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	91.16%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Tulsa

District: Sand Springs

Total Student Enrollment: 5272

Enrollment Cluster: 2*

Child Count (students with disabilities) Total: 749



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 20.75% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions 1.4 < 2.50 Yes

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 62.52% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 5.29% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.29% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 92.00% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 2.00% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Sand Springs

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	94.12%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	97.37%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	62.50%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	93.94%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	72.50%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	85.67%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	98.84%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Tulsa

District: Skiatook

Total Student Enrollment: 2539

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 340



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	12.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	52.50%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	5.63%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	90.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	10.00%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	83.33%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	91.67%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	85.43%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Tulsa

District: Sperry

Total Student Enrollment: 1215

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 166



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	43.75%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	8.13%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	1.88%	< 1.85%	No

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	83.33%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	91.11%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	97.22%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	80.95%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Tulsa

District: Tulsa

Total Student Enrollment: 40171

Enrollment Cluster: 1*

Child Count (students with disabilities) Total: 6102



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 45.74% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions 3.63 < 2.50 No

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 49.03% 51.04% No

Percent of students with disabilities inside regular class <40% of the day 10.94% < 9.84% No

Percent of students with disabilities in separate schools/facilities. 2.63% < 1.85% No

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 53.72% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 45.45% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	89.22%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	53.53%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	88.05%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	55.60%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	89.72%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	77.18%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	78.37%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	85.31%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	97.83%	100%	No
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	99.30%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Tulsa

District: Tulsa Charter: Schl Arts/Sci

Total Student Enrollment: 300

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 26



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
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Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	NA	100%	NA
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	42.86%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Tulsa

District: Tulsa Charter: Kipp Tulsa

Total Student Enrollment:

Enrollment Cluster: *

Child Count (students with disabilities) Total:



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	35.56%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	2.22%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	NA	39.49%	NA
Percent attending separate special education class, separate school, or residential facility	NA	<18.40%	NA

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Tulsa Charter: Kipp Tulsa

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Tulsa

District: Tulsa Charter: Lighthouse Acad

Total Student Enrollment:

Enrollment Cluster: *

Child Count (students with disabilities) Total:



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	95.83%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Tulsa Charter: Lighthouse Acad

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	NA	100%	NA
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Tulsa

District: Union

Total Student Enrollment: 15298

Enrollment Cluster: 1*

Child Count (students with disabilities) Total: 1526



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	0.27	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	63.39%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	16.39%	< 9.84%	No
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Percent of students with disabilities in separate schools/facilities.	0.56%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	59.78%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	25.00%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	87.80%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	33.33%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	90.24%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	35.71%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	82.93%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	42.86%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	85.33%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	98.65%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	89.61%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Wagoner

District: Coweta

Total Student Enrollment: 3313

Enrollment Cluster: 2*

Child Count (students with disabilities) Total: 498



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 29.41% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions 1.72 < 2.50 Yes

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 59.24% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 9.98% < 9.84% No

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 44.44% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 37.04% <18.40% No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	75.00%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	26.32%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	81.25%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	31.58%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	81.25%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	31.58%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	83.92%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	70.31%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Wagoner

District: Okay

Total Student Enrollment: 439

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 83



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	12.50%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	76.39%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	8.33%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	1.39%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	90.91%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	9.09%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	58.00%	NA
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	94.55%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	95.45%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Wagoner

District: Porter Consolidated

Total Student Enrollment: 595

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 120



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	68.87%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	5.66%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	92.86%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	7.14%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Porter Consolidated

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	83.33%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	83.33%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	66.67%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	83.33%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	86.17%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	40.91%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Wagoner

District: Wagoner

Total Student Enrollment: 2402

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 470



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 45.83% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 69.32% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 11.48% < 9.84% No

Percent of students with disabilities in separate schools/facilities. 1.41% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 88.37% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	81.82%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	58.82%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	88.24%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	11.76%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	72.73%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	64.71%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	67.42%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	92.93%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Washington

District: Bartlesville

Total Student Enrollment: 5958

Enrollment Cluster: 2*

Child Count (students with disabilities) Total: 747



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	19.57% < 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	0.39	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	66.91%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	9.39%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.43%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	72.73%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	27.27%	<18.40%	No
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	92.00%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	51.52%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	90.00%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	57.58%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	88.00%	92.00%	No
Percent functioning within age expectations by six years of age or exited the program	60.61%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	93.25%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	89.80%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Washington

District: Caney Valley

Total Student Enrollment: 763

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 126



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 23.08% < 4.05% No

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 79.82% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.88% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 75.00% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Caney Valley

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	71.43%	91.00%	No
Percent functioning within age expectations by six years of age or exited the program	57.14%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	83.33%	90.00%	No
Percent functioning within age expectations by six years of age or exited the program	57.14%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	85.71%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.00%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Washington

District: Copan

Total Student Enrollment: 236

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 92



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	60.00%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	96.55%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	83.49%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Washington

District: Dewey

Total Student Enrollment: 1285

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 190



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions 2.88 < 2.50 No

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 74.46% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 1.09% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 100% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	89.93%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	96.83%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Washita

District: Burns Flat-Dill City

Total Student Enrollment: 696

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 119



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	28.57%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	1.45	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	45.28%	51.04%	No
Percent of students with disabilities inside regular class <40% of the day	1.89%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	84.62%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	7.69%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

District Data Profile, 2012-2013, District: Burns Flat-Dill City

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	59.00%	NA
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	33.33%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	NA	72.00%	NA
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	87.50%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Washita

District: Canute

Total Student Enrollment: 437

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 63



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	54.24%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	1.69%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	75.00%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Washita

District: Cordell

Total Student Enrollment: 745

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 108



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	55.43%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	4.35%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	93.75%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	25.00%	59.00%	No
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	25.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	25.00%	72.00%	No
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	72.13%	87.00%	No
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	95.24%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Washita

District: Sentinel

Total Student Enrollment: 353

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 65



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	75.93%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	90.91%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NA	91.00%	NA
Percent functioning within age expectations by six years of age or exited the program	66.67%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NA	90.00%	NA
Percent functioning within age expectations by six years of age or exited the program	66.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NA	92.00%	NA
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	96.00%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Woods

District: Alva

Total Student Enrollment: 987

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 136



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	33.33%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	0.39	< 2.50	Yes
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	71.30%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	1.74%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	42.86%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	72.73%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	63.64%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	72.73%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	95.82%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	92.31%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Woods

District: Freedom

Total Student Enrollment: 75

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 13



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	NA	< 4.05%	NA
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	100%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	100%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	NA	100%	NA
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Woods

District: Waynoka

Total Student Enrollment: 258

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 31



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	78.57%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	7.14%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	66.67%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	50.00%	58.00%	No
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	100%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	NR	87.00%	NR
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Woodward

District: Fort Supply

Total Student Enrollment: 120

Enrollment Cluster: 6*

Child Count (students with disabilities) Total: 21



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out 0.00% < 4.05% Yes

Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions NA < 2.50 NA

Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements None No Findings Yes

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day 88.89% 51.04% Yes

Percent of students with disabilities inside regular class <40% of the day 0.00% < 9.84% Yes

Percent of students with disabilities in separate schools/facilities. 0.00% < 1.85% Yes

Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program 66.67% 39.49% Yes

Percent attending separate special education class, separate school, or residential facility 0.00% <18.40% Yes

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	98.04%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	0.00%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Woodward

District: Mooreland

Total Student Enrollment: 520

Enrollment Cluster: 4*

Child Count (students with disabilities) Total: 85



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	11.11%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	89.74%	51.04%	Yes
Percent of students with disabilities inside regular class <40% of the day	1.28%	< 9.84%	Yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes

Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	57.14%	39.49%	Yes
Percent attending separate special education class, separate school, or residential facility	28.57%	<18.40%	No

NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	90.19%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	100%	100%	Yes
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	72.22%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Woodward

District: Sharon-Mutual

Total Student Enrollment: 309

Enrollment Cluster: 5*

Child Count (students with disabilities) Total: 27



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma Data Source: Accountability and Assessment Title I data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Percent of exited students with disabilities who dropped out	0.00%	< 4.05%	Yes
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments Data Source: Accountability and Assessment Consolidated State Performance Report data	District	State Target	Meets Target
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A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
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Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	80.77%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	3.85%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
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Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	100%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	NR	91.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	59.00%	NR
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	NR	90.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	58.00%	NR
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	NR	92.00%	NR
Percent functioning within age expectations by six years of age or exited the program	NR	72.00%	NR
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	88.65%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	NA	100%	NA
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	NA	100%	NA
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	100%	100%	Yes
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>

District Data Profile, 2012-2013

County: Woodward

District: Woodward

Total Student Enrollment: 2860

Enrollment Cluster: 3*

Child Count (students with disabilities) Total: 336



Oklahoma State Performance Plan (2013) Data Indicators **

Indicator 1: Graduation from High School with a Regular Diploma	District	State Target	Meets Target
Data Source: Accountability and Assessment Title I data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 2: Exits by Drop-Out from High School	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Percent of exited students with disabilities who dropped out	17.65%	< 4.05%	No
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Note: Results may be different from other reports due to differences in calculations and data sources.

Indicator 3: Participation and Performance on Statewide Assessments	District	State Target	Meets Target
Data Source: Accountability and Assessment Consolidated State Performance Report data			

A finalized and complete interpretation of the data will appear in the Annual Measurable Objectives (AMO) section of the A-F District Report Card.

Indicator 4a: Significant Discrepancy Suspension/Expulsion	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Risk ratio for students with disabilities with long-term suspensions/expulsions	2.77	< 2.50	No
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Indicator 4b: Significant Discrepancies within Special Education Suspensions/Expulsions	District	State Target	Meets Target
Data Source: Special Education End of Year Data Report			

Findings of (a) a significant discrepancy and (b) policies, procedures or practices that contribute to the finding and do not comply with requirements	None	No Findings	Yes
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Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent of students with disabilities inside regular class >80% of the day	69.67%	51.04%	Yes
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Percent of students with disabilities inside regular class <40% of the day	9.67%	< 9.84%	Yes
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Percent of students with disabilities in separate schools/facilities.	0.67%	< 1.85%	Yes
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Indicator 6: Early Childhood Environments	District	State Target	Meets Target
Data Source: Special Education October 1 Child Count			

Percent attending regular early childhood program and receiving majority of special education and services in regular early childhood program	69.44%	39.49%	Yes
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Percent attending separate special education class, separate school, or residential facility	0.00%	<18.40%	Yes
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NA: indicates that the calculation does not apply for the district

NR: indicates that there are no results for the district

* 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.

Indicator 7: Early Childhood Outcomes Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Outcome A: Positive social-emotional skills and relationships			
Percent who increased rate of growth by six years of age or exited the program	100%	91.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	79.17%	59.00%	Yes
Outcome B: Acquisition and using knowledge and skills			
Percent who increased rate of growth by six years of age or exited the program	100%	90.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	66.67%	58.00%	Yes
Outcome C: Use of appropriate behaviors to meet their needs			
Percent who increased rate of growth by six years of age or exited the program	100%	92.00%	Yes
Percent functioning within age expectations by six years of age or exited the program	75.00%	72.00%	Yes
Indicator 8: Parent Involvement Data Source: Special Education Parent Surveys	District	State Target	Meets Target
Percent that reported schools facilitated parent involvement to improve services and results	94.41%	87.00%	Yes
Indicator 9: Disproportionality – Child with a Disability Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
Indicator 10: Disproportionality – Eligibility Category Data Source: Special Education October 1 Child Count	District	State Target	Meets Target
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
Indicator 11: Child Find Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of children who were evaluated and eligibility determined within 45 school days	98.41%	100%	No
Indicator 12: Early Childhood Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent eligible and Individualized Education Program completed before 3 rd birthday	100%	100%	Yes
Indicator 13: Secondary Transition Data Source: Special Education End of Year Data Report	District	State Target	Meets Target
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	85.48%	100%	No
Indicator 15: Identification and Correction of Noncompliance Data Source: Special Education Monitoring and Complaint Logs	District	State Target	Meets Target
Timely correction of noncompliance findings in one year	Yes	100%	Yes
Indicator 20: State Reported Data Submitted on Time and Accurate Data Sources: Special Education October 1 Child Count and End of Year Data Report	District	State Target	Meets Target
October 1, 2012 Child Count submitted on time and accurate	Yes	Yes	Yes
2012-2013 End of Year Data Report submitted on time and accurate	Yes	Yes	Yes
Assurances and Agreements submitted on time and accurate	Yes	Yes	Yes
Budget Application submitted on time and accurate	Yes	Yes	Yes
Final Expenditure Report submitted on time and accurate	Yes	Yes	Yes

** For more information and to review the calculations for these indicators, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/special-education>