

Oklahoma Statewide Data Profile 2006-2007



County Name: STATEWIDE

District Name: STATEWIDE

Total Student Enrollment	639,170
Enrollment Cluster*	Not Applicable
Child Count (students with disabilities) TOTAL	95,897
Aged 3-5	7,619
Aged 6-21	88,278
Served in Extended School Year (ESY) Programs	4,159

Oklahoma State Performance Plan (2005) Data Indicators**

Indicator 1: Graduation Rates

Graduation Rates	STATE	State Target	Meets/ Exceeds State Target
Percent of students with disabilities in Grade 12 who graduated	82.89%	89.78%	NO

Indicator 2: Drop-Out Rates

Drop-Out Rates	STATE	State Target	Meets/ Exceeds State Target
Percent of students with disabilities in Grades 9-12 who dropped out	4.22%	6.33%	YES

Indicator 3: Assessment

Participation and Performance Rates	STATE	State Target	Meets/ Exceeds State Target
Participation rate of students with disabilities for Math assessments	95.22%	100.00%	NO
Participation rate of students with disabilities for Reading assessments	95.18%	100.00%	NO
Proficiency rate for Math assessments	53.22%	31.00%	YES
Proficiency rate for Reading assessments	50.88%	31.00%	YES

Indicator 4: Suspension/Expulsion

Discipline Rates	STATE	Risk Ratio	Meets/ Exceeds State Target
Percent of students without disabilities with long-term suspensions/expulsions	0.72%		
Percent of students with disabilities with long-term suspensions/expulsions	0.18%	.25	YES

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

Note: For more information, see the Academic Performance Index report cards at <www.sde.state.ok.us>.

Indicator 5: School Age Least Restrictive Environment (LRE)

<i>Program/Placement</i>	STATE	State Target	Meets/ Exceeds State Target
Percent of students with disabilities <i>inside</i> regular class <i>at least 80%</i> of the day	54.93%	49.04%	YES
Percent of students with disabilities <i>inside</i> regular class <i>40-79%</i> of the day	10.05%	10.24%	YES
Percent of students with disabilities in separate schools/facilities	1.90%	1.64%	NO

Indicator 7: Preschool Outcomes

<i>Outcomes</i>	STATE	State Target	Meets/ Exceeds State Target
Percent of preschool students with disabilities who demonstrate improved positive social-emotional skills	46.20%		
Percent of preschool students with disabilities who demonstrate improved acquisition and use of knowledge and skills	44.40%		
Percent of preschool students with disabilities who demonstrate improved use of appropriate behaviors to meet their needs	52.42%		

Note. Statewide information for FFY 2006 reflects progress data, not baseline data. Baseline data will be documented and targets will be set in 2010.

Indicator 9: Disproportionality – Child with a Disability

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

Indicator 11: Child Find

<i>Evaluation/Eligibility Timelines</i>	STATE	State Target	Meets State Target
Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 days	92.45%	100.00%	NO

Indicator 6: Preschool LRE

<i>Program/Placement</i>	STATE	State Target	Meets/ Exceeds State Target
Percent of preschool students with disabilities in early childhood settings	82.14%	67.22%	YES

Indicator 8: Parent Involvement

<i>Survey Responses</i>	STATE	State Target	Meets/ Exceeds State Target
Percent of parent surveys returned	5.95%		
Percent of parents of students with disabilities who reported that schools facilitated parent involvement to improve services and results	86.83%	84.00%	YES

Indicator 10: Disproportionality - Eligibility Category

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

Indicator 12: Early Childhood Transition

<i>Transition from Part C to Part B</i>	STATE	State Target	Meets State Target
Percent of children determined not eligible (before 3 rd birthday)	7.77%		
Percent of children determined eligible for Part B services	92.23%		
Percent of children with IEPs completed on or before 3 rd birthday (including those whose parents declined services)	86.97%	100.00%	NO
Percent of children with IEPs pending on 3 rd birthday	13.03%		

Indicator 13: Secondary Transition

<i>Transition</i>	STATE	State Target	Meets State Target
Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	99.67%	100.00%	NO

Indicator 14: Post-School Outcomes

<i>Transition</i>	STATE	State Target	Meets/ Exceeds State Target
Percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both within one year of leaving high school	86.97%		

Note. This is a new indicator; therefore, the baseline information was collected from April to September 2007. Targets in the SPP have been set for 2006-2007 leavers (i.e., those who graduated, dropped out, or reached the maximum age of eligibility), which post-school information will be collected on from April to September 2008.

Indicator 20: State Reported Data

<i>Timeliness of Data Submissions</i>	Due	Submitted
October 1, 2006 Child Count (for State Aid funding)	10/09/07	Not Applicable

<i>Timeliness of Data Submissions</i>	Due	Submitted
Data/APR Report (including verification of Child Count)	7/26/07	Not Applicable

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

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