

District Data Profile, 2009-2010 – Web Version

County Name: 77 counties

District: State

Total Student Enrollment: 654,875

Enrollment Cluster: Six Clusters*

Child Count (students with disabilities) TOTAL: 95,186

Aged 3-5: 7,808

Aged 6-21: 87,378

Served in Extended School Year (ESY) Programs: 5,505



Oklahoma State Performance Plan (2011) Data Indicators ***

Indicator 1: Graduation Rates	District	State Target	Meets Target
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Percent of students with disabilities in Grade 12 who graduated with a diploma	82.30%	67.80%	yes
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Note: The graduation rates are calculated using the ESEA formula for SY2008-2009 graduates. ***

Indicator 2: Drop-Out Rates	District	State Target	Meets Target
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Percent of students with disabilities in Grades 9-12 who dropped out	3.00%	<5.19%	yes
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Note: The dropout rates identified for all students are calculated using the ESEA formula for SY2008-2009 drop-outs. ***

Indicator 3: Assessments	District	State Target	Meets Target
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Participation Rates

Participation rate for Math assessments	93.30%	95.00%	yes
Participation rate for Reading assessments	95.70%	95.00%	yes

Performance Rates

Proficiency rate for Math assessments	68.80%	62.13%	yes
Proficiency rate for Reading assessments	56.74%	60.93%	no

Note: Assessment results are calculated using the ESEA formula. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For more information, see the Oklahoma State Performance Plan at <www.sde.state.ok.us>. ***

Indicator 4: Suspension/Expulsion	District	Risk Ratio	Meets Target
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Percent of students without disabilities with long-term suspensions/expulsions	0.83%		
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Percent of students with disabilities with long-term suspensions/expulsions	0.57%	1.46	yes
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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 between 1.5 and 2.5 indicate that the district is "at risk." Therefore, risk ratios of 2.5 or less meet the state target.

Indicator 5: School Age Least Restrictive Environment	District	State Target	Meets Target
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Percent of students with disabilities inside regular class >80% of the day	61.99%	50.54%	yes
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Percent of students with disabilities inside regular class <40% of the day	9.79%	< 9.94%	yes
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Percent of students with disabilities in separate schools/facilities.	1.42%	< 1.85%	yes
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Indicator 7: Early Childhood Outcomes	District	State Target	Meets Target
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Outcome A: Positive social-emotional skills (including social relationships)

Percent of children who increased rate of growth by the time they turned six years of age or exited the program	89.20%	94.78%	no
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Percent of children functioning within age expectations by the time they turned six years of age or exited the program	57.60%	57.44%	yes
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Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).

Percent of children who increased rate of growth by the time they turned six years of age or exited the program	89.10%	93.84%	no
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Percent of children functioning within age expectations by the time they turned six years of age or exited the program	55.70%	56.49%	no
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Outcome C: Use of appropriate behaviors to meet their needs.

Percent of children who increased rate of growth by the time they turned six years of age or exited the program	90.00%	94.03%	no
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Percent of children functioning within age expectations by the time they turned six years of age or exited the program	69.70%	68.25%	yes
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Indicator 8: Parent Involvement	District	State Target	Meets Target
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Percent of parent surveys returned	10.18%		
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Percent of parents of students with disabilities who reported that schools facilitated parent involvement to improve services and results	92.53%	90.00%	yes
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Indicator 9: Disproportionality – Child with a Disability

Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	Inappropriate identification
	No findings

Indicator 10: Disproportionality – Eligibility Category

Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	Inappropriate identification
	No findings

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County Name: *77 counties*

District: *State*

Indicator 11: Child Find	District	State Target	Meets Target
Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days	<i>97.23%</i>	<i>100%</i>	<i>no</i>

Indicator 12: Early Childhood Transition	District	State Target	Meets Target
Percent of children determined eligible for Part B services and IEPs completed on or before 3 rd birthday	<i>98.17%</i>	<i>100%</i>	<i>no</i>

Indicator 13: Secondary Transition	District	State Target	Meets 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	<i>95.22%</i>	<i>100%</i>	<i>no</i>

Indicator 15: Identification and Correction of Noncompliance	Number of Findings	Percent Timely Corrected
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Findings of Noncompliance

Through Comprehensive Compliance Reviews	<i>794</i>	<i>100.00%</i>
Through Concern-Specific Compliance Reviews	<i>57</i>	<i>100.00%</i>
Through Focused Monitoring Compliance Reviews	<i>13</i>	<i>100.00%</i>
Through Desk Audit Compliance Reviews	<i>212</i>	<i>100.00%</i>
Through Formal Written Complaint Investigations	<i>10</i>	<i>100.00%</i>
Through Due Process Complaint Investigations	<i>0</i>	<i>NA</i>
Through Single Audit Investigations (upheld by the OSDE-SES)	<i>0</i>	<i>100.00%</i>

Note: According to the Oklahoma State Performance Plan (2008) and the Oklahoma Annual Performance Report, "timely correction" is defined as one year from the date of identification.

Indicator 20: State Reported Data	Complete Date	Submitted on Time	Accurate
October 1, 2009 Child Count	<i>10/1/2009</i>	<i>yes</i>	<i>yes</i>
Data/Annual Performance Report	<i>2/1/2010</i>	<i>yes</i>	<i>yes</i>

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

NR: indicates that there are no results for the district

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

** Results were suppressed to protect student/parent identification.

*** For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2012), as well as the *Oklahoma Annual Performance Report* (APR; 2011) can be located on the OSDE-SES Web site. Go to <www.sde.state.ok.us> and click on "Site Index" at the top right of the web page. From there, choose the "Special Education Services" link and then the "Data" link.

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