District Data Profiles: 2023 Details

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OKLAHOMA Education

Goals for Today

Participants will:

• Recognize the importance of the DDP and how it fits into the larger monitoring structure at the state and national levels.

• Understand the sources of data used for each indicator and how they are calculated.

Documents to have in-hand:

• Your district's DDP

• End of Year Reporting Guidance: https://sde.ok.gov/sites/default/files/Data%20Reporting%20Guidance%20-%20End%20of%20Year%20Collection.pdf

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What is the SPP/APR?

- Under Section 616 of IDEA:
  - States are required to "…have in place a **performance plan** that evaluates [the State's] efforts to implement [IDEA]…"

  - States must develop a six-year cycle state performance plan which includes an APR :
    - Data collection and reporting to OSEP on 17 indicators and the state's performance on the SPP targets
    - *Public reporting on the performance of each LEA on the targets set in the APR*

  - OSEP conducts a review of the SPP/APR and assigns the state its determination
    - Levels of Determination
      - State determined by OSEP
      - Districts determined by State

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Why? Accountability.

Section 1416(a)(2) of IDEA says, "The primary focus of Federal and State monitoring activities…shall be on:

    a) **Improving educational results and functional outcomes for all children with disabilities**; and

    b) Ensuring that States **meet the program requirements** …with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities."

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Indicators for Students with Disabilities

1	Graduation	10	Dispro. Representation/Disability
2	Dropout	11	Initial Evaluation Timeliness
3	Statewide Assessment	12	Early Childhood Transition Timeliness
4	Discrepant Discipline (Suspensions)	13	Secondary Transition
5	Educational Placement (LRE, 6-21)	14	Post-School Outcomes
6	Early Childhood Environment (3-5)	15	Resolution Session Outcomes
7	Early Childhood Outcomes	16	Mediation Outcomes
8	Parent Involvement		
9	Disproportionate Representation	17	State Systemic Improvement Plan

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District Data Profile FFY 2022 (SY 2022-23)

District: Your District
County: County in OK

Total Student Enrollment Fall 2022: 500
Total Child Count (students with disabilities) Fall 2022: 80

	The District's Score	Targets from the SPP/APR	Did the district meet target?
District Achievement of Oklahoma's SPP/APR* Targets	**District Score**	**State Target**	**Meets Target**
Indicator 1: Youth Exits by Graduation with a Regular Diploma (FFY 2023 Target) *Data Source: Special Education End of Year Data Report 2023 (SY22-23)* *Note: Results may differ from other state reports due to calculation & source differences.*			
Percent of youth aged 14-21 with IEPs who exited as "graduated with a diploma"	NA	86.0%	NA
Indicator 2: Youth Exits by Drop-Out from School (FFY 2023 Target) *Data Source: Special Education End of Year Data Report 2023* *Note: Results may differ from other state reports due to calculation & source differences.*			
Percent of youth aged 14-21 with IEPs who exited as "dropped out"	NA	<13.9%	NA
Indicators 3A-D: Participation and Performance of Students with Disabilities on Statewide Assessments *Data Source: Accountability A-F Report Card Data for Spring 2023*			
3A: Reading/4th Grade: Participation Rate	100.0%	95.0%	Yes
3A: Reading/8th Grade: Participation Rate	100.0%	95.0%	Yes
3A: Reading/11th Grade: Participation Rate	NA	95.0%	NA
3A: Math/4th Grade: Participation Rate	100.0%	95.0%	Yes
3A: Math/8th Grade: Participation Rate	100.0%	95.0%	Yes
3A: Math/11th Grade: Participation Rate	NA	95.0%	NA

Data Source

*State Performance Plan/Annual Performance Report

Pg. 1

Notes on Current DDP

- NC: No Calculation- Student counts are too small to complete a calculation. With an NC, a district is not measured against target.

- NR: Not Reported means that the district did not report any data. For compliance indicators, districts are held noncompliant.

- Indicator data generally cannot be changed. All were finalized in other collections.

- FFY 2022 = SY 22-23

District Data Profile FFY 2022 (SY 2022-23)

District: **Your District**
County: **County in OK**
Total Student Enrollment Fall 2022: 500
Total Child Count (students with disabilities) Fall 2022: 80

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Indicators 1 & 2: Graduation/Dropout

Source: Special Education End of Year Data Report 2023 (SY22-23)
Relevant Report: Exiting Report

Questions addressed:

- Ind. 1: What percent of exiters graduated (ages 14-21)?
- Ind. 2: What percent of exiters dropped out of school (ages 14-21)?

Targets: set by state with community consultation

Source for both: exiting data for prior year pulled from EdPlan; The SPED data team reconciles with Accountability database to confirm exit status

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Calculations: 1 & 2

DROP-OUT RATE	GRADUATION RATE

Count of students with IEPs, ages 14-21, who exited high school in the fiscal year with exit reasons "Dropped out" + "Exceeded Maximum Age" + "Graduated with a Diploma"

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Targets: 1 & 2

FFY	2020	2021	2022	2023	2024	2025
Graduation						
Targets	>84.0%	85.0%	86.0%	87.0%	88.0%	89.0%
Data	84.6%	72.2%	80.7%			
Drop-Out						
Targets	<15.9%	14.9%	13.9%	12.9%	11.9%	10.9%
Data	15.2%	27.8%	19.2%			

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Indicator 3: Assessments

Data Source: Accountability A-F Report Card Data for Spring 2023

Questions addressed in APR for grades 4, 8 & 11 separately:

- Ind. 3A: At what rate are students with IEPs participating in statewide math and reading assessments?

- Ind. 3B & 3C: At what rate are these students proficient or advanced on math and reading academic standards, reporting OSTP & OAAP separately?

- Ind. 3D: What is the gap in proficiency for SWD vs. all students against grade-level academic standards in math and reading?

Targets: set by state with community consultation

Sources: Testing vendors and the Office of Accountability

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Calculations: 3A

3A: Participation (incl. OAAP)

$$\frac{\text{All Valid Scores}}{\text{All Valid Scores + Non-Participants}}$$

- Non-Participants
  - Absent
  - Did not Attempt
  - Invalidated
- Exempt
  - ELL (1st year exempt for reading/writing only)
  - Do not Report
  - Emergency Exempt
  - No Longer Enrolled

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Calculations: 3B, 3C & 3D

3B: Proficiency (General)

3C: Proficiency (Alternate)

3D: Proficiency Gap

$$\frac{\text{All Proficient \& Advanced Scores}}{\text{All Valid Scores}}$$

$$\frac{\text{General Proficiency for SWD}}{\text{General Proficiency for All}}$$

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Targets: 3A-3D

- 3A: 95% annually

- 3B & 3C:
  - Final year targets:
    - Each final target is 40.25% improvement over baseline
    - Each grade and subject area will have its own target line
  - Annual improvement: 7% increase over prior year

- 3D:
  - Final year target: 5 percentage points lower than baseline
  - Annual improvement: 1% point increase

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Targets: 3A Reading

FFY	2020	2021	2022	2023	2024	2025
4th Grade						
Targets	92.0%	95.0%	95.0%			
Data	92.2%	98.7%	99.1%			
8th Grade						
Targets	87.0%	95.0%	95.0%			
Data	88.5%	96.8%	97.2%			
11th Grade						
Targets	87.0%	95.0%	95.0%			
Data	82.0%	93.8%	95.4%			

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Targets: 3A Math

FFY	2020	2021	2022	2023	2024	2025
4th Grade						
Targets	92.0%	95.0%	95.0%			
Data	92.4%	98.8%	99.1%			
8th Grade						
Targets	87.0%	95.0%	95.0%			
Data	87.8%	96.4%	97.0%			
11th Grade						
Targets	87.0%	95.0%	95.0%			
Data	87.2%	93.9%	95.6%			

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Targets: 3B Reading

FFY	2020	2021	2022	2023	2024	2025
4th Grade						
Targets	7.00%	7.49%	8.01%			
Data	7.00%	7.93%	7.29%			
8th Grade						
Targets	4.46%	4.77%	5.11%			
Data	4.46%	4.92%	3.30%			
11th Grade						
Targets	5.93%	6.35%	6.79%			
Data	5.93%	9.20%	8.54%			

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Targets: 3B Math

FFY	2020	2021	2022	2023	2024	2025
4th Grade						
Targets	11.45%	12.25%	13.11%			
Data	11.45%	14.94%	14.56%			
8th Grade						
Targets	2.39%	2.56%	2.74%			
Data	2.39%	2.85%	2.43%			
11th Grade						
Targets	2.96%	3.17%	3.39%			
Data	2.96%	3.07%	2.46%			

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Targets: 3C Reading

FFY	2020	2021	2022	2023	2024	2025
4th Grade						
Targets	27.04%	28.93%	30.96%			
Data	27.04%	22.40%	19.07%			
8th Grade						
Targets	30.40%	32.53%	34.80%			
Data	30.40%	32.66%	30.45%			
11th Grade						
Targets	38.70%	41.4%	44.31%			
Data	37.70%	38.69%	32.76%			

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Targets: 3C Math

FFY	2020	2021	2022	2023	2024	2025
4th Grade						
Targets	53.62%	57.37%	61.39%			
Data	53.62%	47.50%	45.87%			
8th Grade						
Targets	14.51%	15.53%	16.61%			
Data	14.51%	19.81%	16.65%			
11th Grade						
Targets	45.70%	48.90%	52.32%			
Data	45.70%	36.53%	31.39%			

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Targets: 3D Reading

FFY	2020	2021	2022	2023	2024	2025
4th Grade						
Targets	15.27%	14.27%	13.27%			
Data	15.27%	15.59%	16.69%			
8th Grade						
Targets	19.45%	18.45%	17.45%			
Data	19.45%	20.00%	15.85%			
11th Grade						
Targets	24.48%	23.48%	22.48%			
Data	24.48%	29.18%	29.00%			

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Targets: 3D Math

FFY	2020	2021	2022	2023	2024	2025
4th Grade						
Targets	16.55%	15.55%	14.55%			
Data	16.55%	18.03%	20.20%			
8th Grade						
Targets	11.10%	10.10%	9.10%			
Data	11.10%	12.89%	12.04%			
11th Grade						
Targets	16.66%	15.66%	14.66%			
Data	16.66%	16.16%	15.36%			

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Indicator 4: Discrepant Discipline

Data Source: Special Education End of Year Data Report 2023
Relevant Report: Discipline Report

Question addressed:

Are students with IEPs more or less likely than their peers to be suspended and/or expelled?

- 4A: Overall for SWD
- 4B: By racial/ethnic groups

Source: Individual student (ages 3-21) out of school suspension data submitted during the most recent June 30 EOY Collection through EdPlan

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Calculation: 4A

$$\frac{\text{\% of students with IEPs suspended >10 days}}{\text{\% of all students with IEPs}}$$

Same calculation for the whole state

Notes: *-If fewer than 10 students in either numerator, no calculation is made.*

*-If this calculation is **2.5** or higher—indicating disparate suspensions—we must review the district's disciplinary policies and procedures to ensure that the policies are not contributing to the disproportionality.*

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Calculation: 4B

$$\frac{\substack{\text{\% of students with IEPs in a single racial/ethnic group} \\ \text{who were suspended >10 days}}}{\text{\% of students with IEPs in the same racial/ethnic group}}$$

Same calculation for all other students with IEPs

Notes: *-If fewer than 10 students in either numerator, no calculation is made.*

*-If this risk ratio calculation is **2.5** or higher—indicating disparate suspensions—we must review the district's disciplinary policies and procedures to ensure that the policies are not contributing to the disparity.*

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Targets: 4A & 4B

FFY	2020	2021	2022	2023	2024	2025
4A – Discrepant Discipline (Overall for SWD)						
Targets	40.00%	45.00%	22.22%	18.00%	17.50%	17.00%
Data	39.13%	44.44%	22.22%			
4B – Discrepant Discipline (Racial/Ethnic Group)						
Targets	0%	0%	0%	0%	0%	0%
Data	0.00%	0.00%	0.00%			

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Indicator 5: Educational Placement

Data Source: Special Education October 1 Child Count
Relevant Report: Child Count

Questions addressed:

What percentage of the school day do students with IEPs (ages 5 in KG – 22) spend in the regular education setting?

    A. Greater than 80%

    B. Less than 40%

    C. In separate settings

Targets: set by state with community consultation

Source: prior year October 1 Child Count through EdPlan

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Targets: 5A, 5B & 5C

FFY	2020	2021	2022	2023	2024	2025
LRE Gen Ed >80%						
Targets	>71.0%	71.5%	72.0%	72.5%	73.0%	73.5%
Data	75.7%	75.6%	75.3%			
LRE Gen Ed <40%						
Targets	<8.0%	8.0%	8.0%	7.5%	7.5%	7.5%
Data	6.7%	6.7%	6.5%			
LRE: Educated in Separate Setting						
Targets	<0.75%	0.75%	0.73%	0.73%	0.71%	0.71%
Data	0.61%	0.54%	0.45%			

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Indicator 6: Early Childhood Environment

Data Source: Special Education October 1 Child Count
Relevant Report: Child Count

Questions addressed:

What percentage of 3 to 5 year old children in PK…

A. Are in a regular early childhood program and receive the majority of SPED services in that environment?
B. Receive their EC education and services in a separate SPED class, separate school, or residential facility?
C. Receive their services at home?

Targets: set by state with community consultation

Source: prior year October 1 Child Count through EdPlan

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Targets: 6A, 6B & 6C

FFY	2020	2021	2022	2023	2024	2025
ECE: Gen Ed with Services (A1 & B1)						
Targets	>34.0%	35.0%	36.0%	37.0%	38.0%	39.0%
Data	35.6%	36.3%	33.8%			
ECE: Separate Location (C1, C2, C3)						
Targets	<20.0%	19.5%	19.0%	18.5%	18.0%	<17.5%
Data	19.2%	19.6%	20.3%			
ECE: Home (D1)						
Targets	<1.02%	1.01%	1.0%	0.99%	0.98%	0.97%
Data	1.02%	0.56%	0.58%			

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Indicator 7: Early Childhood Outcomes

Data Source: Special Education End of Year Data Report 2023
Relevant Report: Early Childhood Outcomes Report

Question addressed:

Are children ages 3-5 in PK progressing toward peer-level performance on various EC **outcomes**?

- Positive Social-Emotional Skills
- Acquisition & Use of Knowledge & Skills
- Use of Behavior to Meet Needs

Targets: set by state with community consultation

Source: most recent June 30 EOY Collection through EdPlan (data collected through June 30; later completions not included)

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ECOs: OSEP Outcome Categories

a - Children who did not improve functioning

b - Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers

c - Children who improved functioning to a level nearer to same-aged peers but did not reach it

d - Children who improved functioning to reach a level comparable to same-aged peers

e - Children who maintained functioning at a level comparable to same-aged peers

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Calculations: 7.1 and 7.2

A1, B1, C1: Of those preschool children who entered the preschool program below age expectation, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

$$(c+d)/(total-e)$$

A2, B2, C2: The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

$$(d+e)/(total)$$

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Targets: 7 A1, B1 & C1

FFY	2020	2021	2022	2023	2024	2025
A1: Growth in Social-Emotional						
Targets	93.5%	93.5%	94.0%	94.0%	94.5%	94.5%
Data	94.8%	96.2%	96.8%			
B1: Growth in Knowledge & Skills						
Targets	93.5%	93.5%	94.0%	94.0%	94.5%	94.5%
Data	94.3%	95.7%	95.7%			
C1: Growth in Behavior to Meet Needs						
Targets	93.5%	93.5%	94.0%	94.0%	94.5%	94.5%
Data	94.9%	95.3%	96.2%			

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Targets: 7 A2, B2 & C2

FFY	2020	2021	2022	2023	2024	2025
A1: Peer-level Social-Emotional						
Targets	60.0%	60.5%	61.0%	61.5%	62.0%	62.5%
Data	61.0%	61.9%	58.8%			
B1: Peer-level Knowledge & Skills						
Targets	59.0%	59.5%	60.0%	60.5%	61.0%	61.5%
Data	59.6%	60.4%	58.3%			
C1: Peer-level Behavior to Meet Needs						
Targets	70.5%	71.0%	71.5%	72.0%	72.5%	73.0%
Data	70.8%	70.6%	66.9%			

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Indicator 8: Parent Involvement

Data Source: Special Education Parent Surveys

Question addressed:

What do parents think about a school's level of support throughout the IEP process?

Target: set by state with community consultation

Source: Parent surveys collected during the most recent fiscal year, managed by TAESE

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Target: 8

FFY	2020	2021	2022	2023	2024	2025
Parent Involvement						
Targets	93.7%	94.0%	94.0%	94.0%	94.0%	94.0%
Data	93.7%	93.8%	93.9%			
Statewide response rate: 15.34 (18,555 out of all child count)						

On the DDP, "NR" is reported if your district had zero respondents. The rate reported is the percent positive responses, not the response rate. That is calculated by dividing the number of responses by the child count.

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Indicators 9 & 10: Disproportionate Representation

Source: Special Education October 1 Child Count
Relevant Report: Child Count Report

Questions addressed:

- Ind. 9: Are students of one racial group more likely to be identified as needing an IEP than any other racial group?

- Ind. 10: Are students of one racial group more likely to be identified as having a particular disability than any other racial group?

Targets: set by OSEP as a compliance indicator

Source: prior year October 1 Child Count through EdPlan, ages 6-21 only (the difference with *significant* disproportionality)

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Indicator 9: Disproportionate Identification by Race

- Step 1: # of Asian IEP students/Total # Asian students
  - This gives us the percentage of Asian students with IEPs.
- Step 2: # of All IEP except Asian IEP students/Total # of all except Asian students
  - This gives us the percentage of all other students with IEPs (district or state).
- Step 3: % of Asian IEP students/% of all others
  - This tells us how much more/less likely it is for an Asian student to be identified as needing an IEP than a child of another racial group.

- We make this risk ratio calculation for each racial group to determine whether it is more than 2.6 times more likely for a particular group to be identified (as needing IEPs) in a particular district.

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Indicator 10: Disproportionate Identification by Race & Disability

Source: Special Education October 1 Child Count
Relevant Report: Child Count Report

- This is calculated the same way as 9, except that each disability is isolated and separately calculated to ensure that there is not a disproportionate number of students of one race identified in one disability category.

***For both 9 & 10: After identifying disproportionality, we look at a district's policies, practices & procedures on child find and identification to ensure that they are not contributing to the disproportionality. If so, the district is noncompliant.

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Targets: 9 & 10

FFY	2020	2021	2022	2023	2024	2025
9 – Disproportionate Representation						
Targets	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Data	0.00%	0.00%	0.00%			
10 – Disproportionate Identification by Race & Disability						
Targets	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Data	0.00%	0.00%	0.00%			

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Indicators 11 & 12: Timely Evaluation

Data Source: Special Education End of Year Data Report
Relevant Reports: Eligibility Timeline Report (Ind. 11) & Early Childhood Transition Report (Ind. 12)

Questions addressed:

- Ind. 11: What percentage of students were evaluated within **45 school days** of receiving parental consent for *initial* evaluation?

- Ind. 12: What percentage of children referred by Part C were found eligible for Part B and had an IEP developed and implemented by their **third birthdays**?

Targets: set by OSEP as a compliance indicator

Source: Student counts submitted by districts in the District Summary Data during the most recent June 30 EOY Collection

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Calculation: 11

$$\frac{\text{Total completed timely}}{\text{Total} - (\text{family reasons})}$$

Family reasons only include:

- Parents repeatedly failed to produce child for evaluation
- Family moves districts before evaluation can be completed
- (Not excused: when parents delay an eligibility meeting)

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Calculation: 12

$$\frac{\text{Total completed timely that resulted in IEPs}}{\text{Total} - (\text{timely but ineligible}) - (\text{family reasons}) - (\text{late referral to Part C})}$$

Family reasons only include:

- Family delays consent for evaluation or declines services
- Parents repeatedly failed to produce child for evaluation

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Targets: 11 & 12

FFY	2020	2021	2022	2023	2024	2025
11 – Child Find						
Targets	100%	100%	100%	100%	100%	100%
Data	96.52%	98.67%	99.13%			
12 – Early Childhood Transition						
Targets	100%	100%	100%	100%	100%	100%
Data	94.11%	97.57%	96.90%			

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Indicator 13: Secondary Transition

Data Source: Special Education End of Year Data Report 2023
Relevant Report: Secondary Transition Report

Question addressed:

Do students ages 15 or older/in 9th grade or higher have IEPs that meet the eight **secondary transition requirements**?

Target: set by OSEP as a compliance indicator

Source: IEPs reviewed must be completed by due date (anniversary due date) and finalized within 30 calendar days.

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Transition Components

The secondary transition requirements are:

- The IEP includes post-secondary goals
- Goals are updated annually
- Goals are based on age-appropriate transition assessments
- Includes IEP goals related to transition service needs
- Includes transition services that will reasonably enable the achievement of post-secondary goals (annual goal)
- Services include course of study relevant to goals
- Student was invited to the IEP Team meeting
- Relevant related agency representatives were invited with consent

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Target: 13

FFY	2020	2021	2022	2023	2024	2025
Secondary Transition						
Targets	100%	100%	100%	100%	100%	100%
Data	99.72%	99.02%	99.73%			

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Indicator 14: Post-Secondary Outcomes

Data Source: 2023 Post-School Survey for 2021-2022 Exiters

Question addressed:

What are exiters with IEPs doing **after high school**?

Targets: set by state with community consultation

Sources: Survey of "exiters" from two school years prior, conducted by TAESE the previous year

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Survey of Post-secondary Outcomes

Asks respondents to report whether…

1. Enrolled in higher education within one year of leaving high school;

2. Competitively employed within one year of leaving high school (but not enrolled in higher education);

3. Enrolled in some other postsecondary education or training program within one year of leaving high school (but not 1 or 2);

4. In some other employment within one year of leaving high school (but not 1, 2 or 3).

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Targets: 14A, 14B & 14C

FFY	2019	2020	2021	2022	2023	2024	2025
A: % in Higher Education							
Targets	32.8%	20.0%	21.0%	22.0%	23.0%	24.0%	25.0%
Data	22.3%	22.7%	19.6%	17.9%			
B: % in Higher Education or Competitively Employed							
Targets	49.0%	54.0%	55.0%	56.0%	57.0%	58.0%	59.0%
Data	51.3%	54.7%	54.9%	53.7%			
C: % A, B or Otherwise Engaged							
Targets	73.6%	64.0%	66.0%	68.0%	70.0%	72.0%	74.0%
Data	70.2%	64.7%	70.2%	64.5%			

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Indicators 15 & 16: Resolution & Mediation

Data Source: Special Education Monitoring 2022-23

Questions addressed:

- Ind. 15: What percentage of hearing requests that went to **resolution sessions** were resolved through resolution session settlement agreements?

- Ind. 16: What percentage of **mediations** held resulted in mediation agreements?

Targets: set by state with community consultation at 70%

Source: Dispute resolution data, collected and submitted by SERC (Special Education Resolution Center) for prior fiscal year

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Questions & Contacts

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Resources about the APR:
https://sde.ok.gov/apr-target-setting

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