2014 Part B Annual Performance Report (APR)

Indicator and Targets	Data Source and Measurement
1. **Percent of students with disabilities in Grade 12 who graduated with a diploma** **State Target – Greater than or equal to 82.40%**	**Data Source:** Same data as used for reporting to the Department of Education under the Elementary and Secondary Education Act (ESEA) **Measurement:** The number of special education students who graduated with a diploma divided by the number of special education students in the graduating cohort year.
2. **Percent of exited students with disabilities who dropped out.** **State Target – less than 4.05%**	**Data Source:** Special Education Updated Child Information **Measurement:** The count by Exit Code is taken from the child information in the Special Education Updated Child Information The Adjusted Dropout Rate is calculated: # of students indicated as Dropped Out + # of students indicated as Moved, not Known to be Continuing Divided by the Adjusted Total: # of students indicated as Died + # of students indicated as Dropped Out + # of students indicated as Graduated with Diploma + # of students indicated as Moved, not Known to be Continuing + # of students indicated as Reached Max Age **Formula:** (Adjusted Dropout Rate) / (Adjusted Total) If the districts percentage is less than 4.05% then they meet the target otherwise they are marked as does not meet target.

2014 Part B Annual Performance Report (APR)

Indicator and Targets	Data Source and Measurement

3. **Participation and Performance on Statewide Assessments**
a. **Participation rate in Math assessments**
State Target – **greater than or equal to 95%**
 	
b. **Participation rate in Reading assessments**
State Target – **greater than or equal to 95%**
 	
c. **Proficiency rate for Math assessments**
State Target – **greater than or equal to 81.07%**
 	
d. **Proficiency rate for Reading assessments**
State Target – greater than or equal to 81.40%
	Data Source:
	Accountability and Assessment A-F Report Card data
	Measurement:
	a. A count of the number of students with an Individualized Education Program (IEP) participating in Math assessments (including Math for Oklahoma Core Curriculum Test (OCCT) & Oklahoma Alternate Assessment Program(OAAP) and Algebra 1 for End of Instruction (EOI's)) not including those who received a No Score Code.
	
	A No Score Code is given when:
	• Did not attempt (DNA) – student did not attempt the assessment
	• Vendor – student did not answer at least 5 questions
	• Request of the district for:
	   o INV – invalidate assessment
	   o DNR – do not report
	   o EE – emergency exemption with approval from OSDE
	• Oklahoma Alternate Assessment Program (OAAP) – applied to grades 3 -8 Oklahoma Core Curriculum Tests (OCCT) and End of Instruction Exams (EOI)
	
	Divided by the total count of special education students
	
	Formula:
	(# of students with IEP participating in Math Assessment) / (Special Education Child Count)
	
	If districts percentage is greater than or equal to 95% then they meet the target otherwise they are marked as does not meet target

2014 Part B Annual Performance Report (APR)

Indicator and Targets	Data Source and Measurement
	b. A count of the number of students with an IEP participating in Reading assessments (including Reading for OCCT & OAAP and English II for EOI's) not including those who received a No Score Code. Divided by the total count of special education students **Formula:** (# of students with IEP participating in Reading Assessment) / (Special Education Child Count) c. A count of the number of students with an IEP who received a performance level of three (3) or four (4) on the Math assessment (including Math for OCCT 7 OAAP and Algebra I for EOI's) not including those who received a No Score Code. Divided by the total count of special education students **Formula:** (# of students who scored proficient in Math Assessment) / (Special Education Child Count) If districts percentage is greater than or equal to 81.07% then they meet the target otherwise they are marked as does not meet target.

2014 Part B Annual Performance Report (APR)

Indicator and Targets	Data Source and Measurement
	d. A count of the number of students with an IEP who received a performance level of three (3) or four (4) on the Reading assessment (including Reading for OCCT & OAAP and English II for EOI's) not including those who received a No Score Code. Divided by the total count of special education students **Formula:** (# of students who scored proficient in Reading Assessment) / (Special Education Child Count) If districts percentage is greater than or equal to 80.40% then they meet the target otherwise they are marked as does not meet target. If districts percentage is greater than or equal to 95% then they meet the target otherwise they are marked as does not meet target.

2014 Part B Annual Performance Report (APR)

Indicator and Targets	Data Source and Measurement

4. **Significant Discrepancy Suspension/Expulsion**
   a. **Risk ratio for students with disabilities with long-term suspensions/expulsions.**
 	
    State Target **– less than 2.50**
 	
   b. **Findings of a significant discrepancy and policies, procedure or practices that contribute to the finding and do not comply with requirements.**
 	
State Target - None
	For 4a:
	Data Source:
	Special Education End of Year Data & Special Education Update Child Information
	
	Measurement:
	(percentage of special education students with a long-term suspension) / (percentage of regular education students with a long-term suspension)
	
	The percentage of Special Education students with a long-term suspension is calculated by counting the # of special education students with more than 10 days reported as being removed from the classroom divided by the total count of special education students.
	
	The percentage of regular education students with a long-term suspension is calculated by taking the number reported in the Special Education End of Year Report divided by total count of regular education students in the school.
	
	If the districts calculation is less than 2.50 then they meet the target otherwise they are marked as does not meet target.
	
	For 4b:
	Through the compliance monitoring process the State Department of Education reviews the documented policies and procedures on suspensions & expulsions for special education students.
	
	If there are no findings **_and_** indicator 4a is meets target then 4b is meets target, otherwise the target is not met.

2014 Part B Annual Performance Report (APR)

Indicator and Targets	Data Source and Measurement

5. School Age Least Restrictive Environment
    a. **Percent of students with disabilities inside regular class > 80% of the day**
 	
        State Target – **greater than or equal to 51.04%**
 	
    b. **Percent of students with disabilities inside regular class < 40% of the day**
 	
        State Target – **less than 9.84%**
 	
    c. **Percent of students with disabilities in separate schools/facilities**
 	
State Target – less than 1.85%
	Data Source:
	Special Education Updated Child Information
	
	Measurement:
	The count by program is taken from the child information in the Special Education Child Count application.
	
	The total count is calculated by:
	# of students indicated as Inside the regular class 80% or more of the day +
	# of students indicated as Inside the regular class 40%-79% of the day +
	# of students indicated as Inside the regular class less than 40% of the day +
	# of students indicated as Public/Private separate data school facility +
	# of students indicated as Public/Private Residential Facility +
	# of students indicated as Home Instruction/Hospital Environment +
	# of students indicated as Correctional Facility +
	# of students indicated as Parentally Placed in Private School
	
	Formula for indicator 5a:
	(# of students indicated as Inside the regular class 80% or more the day) / (total count)
	
	If the districts percentage is greater than or equal to 51.04% then they meet the target otherwise they are marked as does not meet target.
	
	for indicator 5b:
	(# of students indicated as Inside the regular class less than 40% of the day) / (total count)
	
	If the districts percentage is less than 9.84% then they meet the target otherwise they are marked as does not meet target.

	Formula for indicator 5c: (# of students indicated as Public/Private separate day school facility + # of students indicated as Public/Private Residential Facility + # of students indicated as Home Instruction/Hospital Environment) / (total count) If the districts percentage is less than 1.85% then they meet the target otherwise they are marked as does not meet target.

2014 Part B Annual Performance Report (APR)

Indicator and Targets	Data Source and Measurement

6. Early Childhood Environments
    a. Percent attending regular Early Childhood program and receiving majority of special education and services in regular early childhood program.
 	
State Target – greater than or equal to 39.49%
 	
    b. Percent attending separate special education class, separate school, or residential facility.
 	
State Target – less than or equal to 18.40%
	Data Source:
	Special Education Updated Child Information
	
	Measurement:
	The count by early childhood program is taken from the child information in the Special Education Child Count application.
	
	The total count is calculated by:
	# of students indicated as Reg. EC Program >= 10 hrs/wk (majority sped/related svcs in reg. EC) +
	# of students indicated as Reg. EC Program >= 10 hrs/wk (majority sped/related svcs in other loc.) +
	# of students indicated as Reg. EC Program < 10 hrs/wk (majority sped/related svcs in reg. EC program) +
	# of students indicated as Reg. EC Program < 10 hrs/wk (majority sped/related svcs in other location) +
	# of students indicated as Special Education Program: Separate Class +
	# of students indicated as Special Education Program: Separate School +
	# of students indicated as Special Education Program: Residential Facility +
	# of students indicated as Special Education Program: Home +
	# of students indicated as Special Education Program: Service Provider Location +
	# of students indicated as Parentally Placed in Private School Through LNH Scholarship
	
	Formula for indicator 6a:
	(# of students indicated as Reg. EC Program >= 10 hrs/wk (majority sped/related svcs in reg. EC) + # of students indicated as Reg. EC Program < 10 hrs/wk (majority sped/related svcs in reg. EC program)) / (total count)
	
	If the districts percentage is greater than or equal to 39.49% then they meet the target otherwise they are marked as does not meet target.

	Formula for indicator 6b: (# of students indicated as Reg. EC Program >= 10 hrs/wk (majority sped/related svcs in other loc.) + # of students indicated as Reg. EC Program < 10 hrs/wk (majority sped/related svcs in other location) + # of students indicated as Special Education Program: Separate Class + # of students indicated as Special Education Program: Separate School) / (total count) If the districts percentage is less than 18.40% then they meet the target otherwise they are marked as does not meet target.

2014 Part B Annual Performance Report (APR)

Indicator and Targets	Data Source and Measurement

7. Early Childhood Outcomes
   a. **Outcome 1: Positive social-emotional skills and relationships**
      i. Percent who increased rate of growth by six years of age or exited the program
     ii. Percent functioning within age expectations by six years of age or exited the program
   b. **Outcome 2: Acquisition and using knowledge and skills**
      i. Percent who increased rate of growth by six years of age or exited the program
     ii. Percent functioning within age expectations by six years of age or exited the program
   c. **Outcome 3: Use of appropriate behaviors to meet their needs**
      i. Percent who increased rate of growth by six years of age or exited the program
     ii. Percent functioning within age expectations by six years of age or exited the program
	Data Source:
	Special Education Update Child Information
	
	Measurement:
	The following information is pulled from the child count information from the Special Education application for each student:
	• Students unique ID
	• Associated District
	• Entry Date
	• Entry Positive social emotional skills score
	• Entry Acquisition Use Knowledge skills score
	• Entry Use of appropriate behaviors to meet their needs score
	• Exit Date
	• Exit Positive social emotional skills score
	• Indicator whether there was progress on positive social emotional skills score
	• Exit Acquisition Use Knowledge skills score
	• Indicator whether there was progress on acquisition Use Knowledge skills score
	• Exit Use of appropriate behaviors to meet their needs score
	• Indicator whether there was progress on use of appropriate behaviors to meet their needs score
	
	The data is then loaded into the ECTA Center COS Calculator model 2.0: analytic Version with Expended Descriptive Output and Summary Statements for 4500 Cases template. Which can be found on the ECTA Center website at: http://ectacenter.org/eco/pages/summary.asp
	
	Once the OSEP Categories are determined for the three outcomes they are consolidated into distinct student counts by district and OSEP category.

2014 Part B Annual Performance Report (APR)

There are five categories of progress for each of the three child outcomes:
  a) Children who did not improve functioning.
  b) Children who improved functioning but not sufficient to move nearer to functioning comparable with same aged peers.
  c) Child 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.

Formulas:
7ai . (Percentage of students for outcome 1 with OSEP category C + percentage of students for outcome 1 with OSEP category D) / (percentage of students for outcome 1 with OSEP category A + B +C +D)

If the districts percentage is greater than or equal to 91% then they meet the target otherwise they are marked as does not meet target.

7aii. (percentage of students for outcome 1 with OSEP category D + percentage of students for outcome 1 with OSEP category E) / (sum of all students for outcome 1 in all OSEP category A-E)

If the districts percentage is greater than or equal to 59% then they meet the target otherwise they are marked as does not meet target.

7bi . (Percentage of students for outcome 2 with OSEP category C + percentage of students for outcome 2 with OSEP category D) / (percentage of student for outcome 2 with OSEP category A + B +C +D)

If the districts percentage is greater than or equal to 90% then they meet the target otherwise they are marked as does not meet target.

	7bii. (percentage of students for outcome 2 with OSEP category D + percentage of students for outcome 2 with OSEP category E) / (sum of all students for outcome 2 in all OSEP category A-E) If the districts percentage is greater than or equal to 58% then they meet the target otherwise they are marked as does not meet target. 7ci . (Percentage of students for outcome 3 with OSEP category C + percentage of students for outcome 3 with OSEP category D) / (percentage of student for outcome 3 with OSEP category A + B +C +D) If the districts percentage is greater than or equal to 92% then they meet the target otherwise they are marked as does not meet target. 7cii. (percentage of students for outcome 3 with OSEP category D + percentage of students for outcome 3 with OSEP category E) / (sum of all students for outcome 3 in all OSEP category A-E) If the districts percentage is greater than or equal to 72% then they meet the target otherwise they are marked as does not meet target.

2014 Part B Annual Performance Report (APR)

Indicator and Targets	Data Source and Measurement
8. Percent reported schools facilitated parent involvement to improve services and results **State Target – 84%**	**Data Source:** Special Education Parent Survey's received from the Oklahoma Parents Center. **Measurement:** The survey results are collated by the number of responses based on the answers to the survey questions. Total count of survey responses: # of survey questions indicated as Very Strongly Disagree + # of survey questions indicated as Strongly Disagree + # of survey questions indicated as Disagree + # of survey questions indicated as Agree + # of survey questions indicated as Strongly Agree + # of survey questions indicated as Very Strongly Agree **Formula:** (# of survey questions indicated as Agree + # of survey questions indicated as Strongly Agree + # of survey questions indicated as Very Strongly Agree) / (total count of survey responses) If a parent left a question blank those were excluded from the total. If the districts percentage is greater than or equal to 84% then they meet the target otherwise they are marked as does not meet target.

2014 Part B Annual Performance Report (APR)

Indicator and Targets	Data Source and Measurement
9. Is disproportionate representation in special education the result of inappropriate identification? **State Target – No**	**Data Source:** IDEA Data is pulled from the Special Education Updated Child Information The Comparison Data is pulled from the October 1 Consolidated Report in the Wave **Measurement:** Child counts by race are pulled from the Special Education Update Child Information, and child counts by race are pulled from the October 1 Consolidated Report in the Wave and inputted into the OSEP Disproportionality template. If any race category has 0-10 students then they are excluded from the measurement. The Risk Ratio's and Weighted Risk Ratios are automatically calculated in this template. This information is then analyze to determine if any of the Weighted Risk Ratios by district and by race are greater than 2.5. **Formula:** If one or more race category for a district is found to be greater than 2.5 then the district is considered disproportionate for the current school year.

2014 Part B Annual Performance Report (APR)

Indicator and Targets	Data Source and Measurement
10. Is disproportionate representation in disability categories the result of inappropriate identification? **State Target – No**	**Data Source:** IDEA Data is pulled from the Special Education Update Child Information The Comparison Data is pulled from the October 1 Consolidated Report in the Wave **Measurement:** Child counts by race and disability category are pulled from the Special Education Update Child Information for the following disability types: • Autism • Emotional Disturbance • Intellectual Disabilities • Specific Learning Disabilities • Speech/Language Impairments • Other Health Impairments Child counts by race are pulled from the October 1 Consolidated Report in the Wave and inputted into the OSEP Disproportionality template. If any race category has 0-10 students then they are excluded from the measurement. The Risk Ratio's and Weighted Risk Ratios are calculated for each of the disability types mentioned above using the template. They are automatically calculated in this template. This information is then analyzed to determine if any of the Weighted Risk Ratios by district, by race for each disability type that are greater than 2.5. **Formula:** If one or more race category for any of the disabilities mentioned above for a district is found to be greater than 2.5 then the district is considered disproportionate in that disability type.

2014 Part B Annual Performance Report (APR)

Indicator and Targets	Data Source and Measurement
11. Percent of children who were evaluated and eligibility determined within 45 school days **State Target – 100%**	**Data Source:** Special Education End of Year Data Report **Measurement:** (# of evaluations completed in 45 days) / (# of total evaluations completed - # of evaluations over 45 days due to Parent) If the districts percentage is equal to 100% then they meet the target otherwise they are marked as does not meet target.
12. Percent determined eligible for Part B services and IEPs completed on or before 3rd birthday. **State Target – 100%**	**Data Source:** Special Education End of Year Data Report **Measurement:** (# of students eligible for IEP before 3rd birthday) / (# of students eligible for IEP before 3rd birthday + # of students eligible for IEP pending before 3rd birthday) If the districts percentage is equal to 100% then they meet the target otherwise they are marked as does not meet target.

2014 Part B Annual Performance Report (APR)

Indicator and Targets	Data Source and Measurement
13. Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals. **State Target – 100%**	**Data Source:** Special Education Update Child Information **Measurement:** A count of the number of students 16 and over from the Special Education Update Child Information is taken and a count of those students who have Post-Secondary goals identified is taken. **Formula:** (# of students 16 and over with IEP included post-secondary goals) / (total # of students 16 and over) If the districts percentage is equal to 100% then they meet the target otherwise they are marked as does not meet target.
15. Timely correction of noncompliance findings in one year. **State Target – 100%**	**Data Source:** District provided student level data per noncompliance finding that issue has been corrected. **Measurement:** The district must have provided documentation in a timely manner; no later than one year; after issuance of a finding or district did not receive a noncompliance finding the previous year.

2014 Part B Annual Performance Report (APR)

Indicator and Targets	Data Source and Measurement

20. State Reported Data Submitted on Time and Accurate
 	
   a. **October 1 Child Count submitted on time and accurate**
 	
     State Target – **Yes**
 	
   b. **End of Year Data Report submitted on time and accurate**
 	
     State Target – **Yes**
 	
   c. **Assurance and LEA agreements submitted on time and accurate**
 	
     State Target – **Yes**
 	
   d. **Budget Application submitted on time and accurate**
 	
     State Target – **Yes**
 	
   e. **Final Expenditures Report submitted on time and accurate**
 	
     State Target – **Yes**
	Data Source:
	   a. Special Education Child Count Application
	   b. Special Education End of Year Data Report
	   c. Grants Management System
	   d. Grant Management System
	   e. Grant Management system
	
	Measurement:
	   a. If the certify date of the October 1 Child Count is greater than October 15th of the reporting year then the measurement is Yes, otherwise it is No.
	   b. If the certify data of the End of Year Report is greater than July 7th of the reporting year then the measurement is Yes, otherwise it is No.
	   c. If the certify data of the Assurance and LEA Agreements is greater than July 1st of the reporting year then the measurement is Yes, otherwise it is No.
	   d. If the certify data of the Budget Application is greater than September 27th of the reporting year then the measurement is Yes, otherwise it is No.
	   e. If the certify data of the Final Expenditures is greater than August 1st of the reporting year then the measurement is Yes, otherwise it is No.
	
	If any of the measurements are No then the district does not meet the target.