

# District Data Profile, 2012-2013

County: «COUNTY\_NAME»

District: «District\_Name»

Total Student Enrollment: «ENROLLMENT»

Enrollment Cluster: «cluster»\*

Child Count (students with disabilities) Total: «CC»



## 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
Percent of students with disabilities in Grade 12 who graduated with a diploma	«r1»	82.40%	«t1»

*Note: Results may be different from other reports due to differences in calculations and data sources. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>*

**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	«r2»	< 4.05%	«t2»

*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
Participation rate for Math assessments	Not available at this time		
Participation rate for Reading assessments	Not available at this time		
Proficiency rate for Math assessments	«r3c»	81.07%	«t3c»
Proficiency rate for Reading assessments	«r3d»	80.40%	«t3d»

*Note: Results may be different from other reports due to differences in calculations and data sources. Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction. For detailed information, see the information from Accountability and Assessment at <http://ok.gov/sde/accountability-state-testing-results>*

**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	«r4a»	< 2.50	«t4a»

**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	«r5a»	51.04%	«t5a»
Percent of students with disabilities inside regular class <40% of the day	«r5b»	< 9.84%	«t5b»
Percent of students with disabilities in separate schools/facilities.	«r5c»	< 1.85%	«t5c»

**Indicator 6: Early Childhood Environments**  
**Data Source: Special Education October 1 Child Count**

	District	State Target	Meets Target
Percent attending regular EC program and receiving majority of special education and services in regular early childhood program	«r6a»	39.49%	«t6a»
Percent attending separate special education class, separate school, or residential facility	«r6b»	<18.40%	«t6b»

NA: indicates that the calculation does not apply for the district  
 NR: indicates that there are no results for the district

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

<b>Indicator 7: Early Childhood Outcomes</b> <b>Data Source: Special Education End of Year Data Report</b>	District	State Target	Meets Target
<b>Outcome A: Positive social-emotional skills and relationships</b>			
Percent who increased rate of growth by six years of age or exited the program	«r7a1»	91.00%	«t7a1»
Percent functioning within age expectations by six years of age or exited the program	«r7a2»	59.00%	«t7a2»
<b>Outcome B: Acquisition and using knowledge and skills</b>			
Percent who increased rate of growth by six years of age or exited the program	«r7b1»	90.00%	«t7b1»
Percent functioning within age expectations by six years of age or exited the program	«r7b2»	58.00%	«t7b2»
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>			
Percent who increased rate of growth by six years of age or exited the program	«r7c1»	92.00%	«t7c1»
Percent functioning within age expectations by six years of age or exited the program	«r7c2»	72.00%	«t7c2»
<b>Indicator 8: Parent Involvement</b> <b>Data Source: Special Education Parent Surveys</b>			
Percent reported schools facilitated parent involvement to improve services and results	Number of surveys returned: «r8a»		
<b>Indicator 9: Disproportionality – Child with a Disability</b> <b>Data Source: Special Education October 1 Child Count</b>			
Is disproportionate representation in special education the result of inappropriate identification?	No	No	Yes
<b>Indicator 10: Disproportionality – Eligibility Category</b> <b>Data Source: Special Education October 1 Child Count</b>			
Is disproportionate representation in disability categories the result of inappropriate identification?	No	No	Yes
<b>Indicator 11: Child Find</b> <b>Data Source: Special Education End of Year Data Report</b>			
Percent of children who were evaluated and eligibility determined within 45 school days	«r11»	100%	«t11»
<b>Indicator 12: Early Childhood Transition</b> <b>Data Source: Special Education End of Year Data Report</b>			
Percent determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	«r12»	100%	«t12»
<b>Indicator 13: Secondary Transition</b> <b>Data Source: Special Education End of Year Data Report</b>			
Percent of youth aged 16 and above with IEP that includes annual IEP goals and transition services to meet the post-secondary goals	«r13»	100%	«t13»
<b>Indicator 15: Identification and Correction of Noncompliance</b> <b>Data Source: Special Education Monitoring and Complaint Logs</b>			
Timely correction of noncompliance findings in one year	Yes	100%	Yes
<b>Indicator 20: State Reported Data Submitted on Time and Accurate</b> <b>Data Sources: Special Education October 1 Child Count and End of Year Data Report</b>			
October 1 Child Count submitted on time and accurate	«r20a»	Yes	«t20a»
End of Year Data Report submitted on time and accurate	«r20b»	Yes	«t20b»
Assurances and LEA agreements submitted on time and accurate	«r20c»	Yes	«t20c»
Budget Application submitted on time and accurate	«r20d»	Yes	«t20d»
Final Expenditure Report submitted on time and accurate	«r20e»	Yes	«t20e»

For more information, the *Oklahoma State Performance Plan* (SPP 2005- 2013), as well as the *Oklahoma Annual Performance Report* (APR; 2013) can be located on the OSDE-SES Web site: <http://ok.gov/sde/documents/2012-10-01/special-education-data-and-reporting-part-b-children-ages-3-through-21>