

# District Data Profile, 2010-2011

County Name: *Adair*

District: *Skelly Public School*

Total Student Enrollment: 86

Enrollment Cluster: 6\*

Child Count (students with disabilities) TOTAL: 15

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	85.71%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	NA	100%	NA

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	NA	100%	NA

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	NA	100%	NA

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	0	100%
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	100.00%	100%

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
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- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Adair*

District: *Peavine Public School*

Total Student Enrollment: *174*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *58*

Served in Extended School Year (ESY) Program: *2*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	88.37%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	2.33%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	50.00%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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# District Data Profile, 2010-2011

County Name: *Adair*

District: *Maryetta Public School*

Total Student Enrollment: *629*

Enrollment Cluster: *4\**

Child Count (students with disabilities) TOTAL: *98*

Served in Extended School Year (ESY) Program: *3*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	96.61%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	60.00%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Adair*

District: *Rocky Mountain Public School*

Total Student Enrollment: *180*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *30*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	95.24%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	4.76%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	0.00%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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.

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- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Adair*

District: *Zion Public School*

Total Student Enrollment: *344*

Enrollment Cluster: *5\**

Child Count (students with disabilities) TOTAL: *51*

Served in Extended School Year (ESY) Program: *1*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	67.50%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	7.50%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012) can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Adair*

District: *Dahlongegah Public School*

Total Student Enrollment: *135*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *37*

Served in Extended School Year (ESY) Program: *1*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

# District Data Profile, 2010-2011

County Name: *Adair*

District: *Greasy Public School*

Total Student Enrollment: *101*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *23*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	72.73%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	13.64%	< 9.84%	no
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

# District Data Profile, 2010-2011

County Name: *Adair*

District: *Bell Public School*

Total Student Enrollment: 97

Enrollment Cluster: 6\*

Child Count (students with disabilities) TOTAL: 26

Served in Extended School Year (ESY) Program: 1



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
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- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Adair*

District: *Watts Public Schools*

Total Student Enrollment: *416*

Enrollment Cluster: *5\**

Child Count (students with disabilities) TOTAL: *68*

Served in Extended School Year (ESY) Program: *3*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	89.23%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	1.54%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>17</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>50.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Adair*

District: *Watts Public Schools*

Total Student Enrollment: *416*

Enrollment Cluster: *5\**

Child Count (students with disabilities) TOTAL: *68*

Served in Extended School Year (ESY) Program: *3*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	89.23%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	1.54%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	100.00%	100%	yes

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	NA	100%	NA

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	100.00%	100%	yes

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	1	100%
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	50.00%	100%

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Adair*

District: *Westville Public Schools*

Total Student Enrollment: *1,120*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *161*

Served in Extended School Year (ESY) Program: *20*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	80.95%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	4.76%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	1.36%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	91.67%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
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<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>50.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

# District Data Profile, 2010-2011

County Name: *Adair*

District: *Stilwell Public Schools*

Total Student Enrollment: *1,403*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *252*

Served in Extended School Year (ESY) Program: *17*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	<i>no</i>	<i>no</i>	<i>yes</i>

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	<i>50.23%</i>	<i>51.04%</i>	<i>yes</i>
Percent of students with disabilities inside regular class <40% of the day	<i>18.60%</i>	<i>&lt; 9.84%</i>	<i>no</i>
Percent of students with disabilities in separate schools/facilities.	<i>0.93%</i>	<i>&lt; 1.85%</i>	<i>yes</i>

<b>Indicator 7: Early Childhood Outcomes</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	<i>100.00%</i>	<i>Baseline Data</i>	<i>NA</i>
Percent functioning within age expectations by six years of age or exited the program	<i>78.57%</i>	<i>Baseline Data</i>	<i>NA</i>

<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	<i>66.67%</i>	<i>Baseline Data</i>	<i>NA</i>
Percent functioning within age expectations by six years of age or exited the program	<i>78.57%</i>	<i>Baseline Data</i>	<i>NA</i>
<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	<i>66.67%</i>	<i>Baseline Data</i>	<i>NA</i>
Percent functioning within age expectations by six years of age or exited the program	<i>78.57%</i>	<i>Baseline Data</i>	<i>NA</i>

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	<i>100.00%</i>	<i>84.00%</i>	<i>yes</i>

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	<i>no</i>	<i>no</i>	<i>yes</i>

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	<i>no</i>	<i>no</i>	<i>yes</i>

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>50.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Adair*

District: *Cave Springs Public Schools*

Total Student Enrollment: *184*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *47*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	33.33%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	NA	100%	NA

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	NA	100%	NA

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	100.00%	100%	yes

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	0	100%
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	100.00%	100%

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; 2012) can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Alfalfa*

District: *Burlington Public Schools*

Total Student Enrollment: *146*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *22*

Served in Extended School Year (ESY) Program: *2*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	50.00%	51.04%	no
Percent of students with disabilities inside regular class <40% of the day	6.25%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	0.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Alfalfa*

District: *Cherokee Public Schools*

Total Student Enrollment: 282

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 51

Served in Extended School Year (ESY) Program: 1



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	60.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	8.57%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Alfalfa*

District: *Timberlake Public Schools*

Total Student Enrollment: 255

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 57

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	68.52%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	7.41%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	66.67%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Atoka*

District: *Harmony Public School*

Total Student Enrollment: 236

Enrollment Cluster: 6\*

Child Count (students with disabilities) TOTAL: 46

Served in Extended School Year (ESY) Program: 8



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012) can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Atoka*

District: *Lane Public School*

Total Student Enrollment: *195*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *64*

Served in Extended School Year (ESY) Program: *4*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Scroll Down to Compliance
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- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Atoka*

District: *Farris Public School*

Total Student Enrollment: 75

Enrollment Cluster: 6\*

Child Count (students with disabilities) TOTAL: 10

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	100.00%	100%	yes

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	NA	100%	NA

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	NA	100%	NA

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	0	100%
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	50.00%	100%

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; 2012)* can be located on the OSDE-SES Web site.

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- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Atoka*

District: *Stringtown Public Schools*

Total Student Enrollment: *164*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *28*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	96.15%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	75.00%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Scroll Down to Compliance
- Click on Data Part B
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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Atoka*

District: *Atoka Public Schools*

Total Student Enrollment: 959

Enrollment Cluster: 4\*

Child Count (students with disabilities) TOTAL: 211

Served in Extended School Year (ESY) Program: 3



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	65.46%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	3.09%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	1.55%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	71.43%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA

<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	42.86%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA
<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	71.43%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	60.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	73.33%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>88.46%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Atoka*

District: *Tushka Public Schools*

Total Student Enrollment: 455

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 63

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	75.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	1.79%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Atoka*

District: *Caney Public Schools*

Total Student Enrollment: 256

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 52

Served in Extended School Year (ESY) Program: 3



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	67.35%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	2.04%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	6.12%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>50.00%</b>	<b>100%</b>

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; 2012) can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
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- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Beaver*

District: *Beaver Public Schools*

Total Student Enrollment: 403

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 32

Served in Extended School Year (ESY) Program: 5



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	80.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Beaver*

District: *Balko Public Schools*

Total Student Enrollment: *124*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *21*

Served in Extended School Year (ESY) Program: *1*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>1</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Beaver*

District: *Forgan Public Schools*

Total Student Enrollment: *168*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *17*

Served in Extended School Year (ESY) Program: *1*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>#DIV/0!</b>	<b>100%</b>	<b>#DIV/0!</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>50.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Beaver*

District: *Turpin Public Schools*

Total Student Enrollment: *412*

Enrollment Cluster: *5\**

Child Count (students with disabilities) TOTAL: *49*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	82.98%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	4.26%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	80.00%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>50.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Beckham*

District: *Merritt Public Schools*

Total Student Enrollment: *545*

Enrollment Cluster: *4\**

Child Count (students with disabilities) TOTAL: *61*

Served in Extended School Year (ESY) Program: *7*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	74.55%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	1.82%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
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<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>50.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Beckham*

District: *Elk City Public Schools*

Total Student Enrollment: *2,314*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *278*

Served in Extended School Year (ESY) Program: *14*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	61.92%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	2.69%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	33.33%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	66.67%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	88.24%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Beckham*

District: *Sayre Public Schools*

Total Student Enrollment: 729

Enrollment Cluster: 4\*

Child Count (students with disabilities) TOTAL: 92

Served in Extended School Year (ESY) Program: 40



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	68.42%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	1.32%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	75.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	60.00%	Baseline Data	NA

<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	66.67%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	60.00%	Baseline Data	NA
<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	66.67%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	60.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Beckham*

District: *Erick Public Schools*

Total Student Enrollment: *246*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *47*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	61.90%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	4.76%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>80.00%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Click on Data Part B
- SPP & APR are links in Blue Font

# District Data Profile, 2010-2011

County Name: *Blaine*

District: *Okeene Public Schools*

Total Student Enrollment: 354

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 54

Served in Extended School Year (ESY) Program: 8



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	78.72%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	4.26%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	73.33%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Blaine*

District: *Watonga Public Schools*

Total Student Enrollment: *761*

Enrollment Cluster: *4\**

Child Count (students with disabilities) TOTAL: *98*

Served in Extended School Year (ESY) Program: *13*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	53.49%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	22.09%	< 9.84%	no
Percent of students with disabilities in separate schools/facilities.	2.33%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	90.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>46.15%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Blaine*

District: *Geary Public Schools*

Total Student Enrollment: 398

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 63

Served in Extended School Year (ESY) Program: 6



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	61.67%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	5.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Blaine*

District: *Canton Public Schools*

Total Student Enrollment: 347

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 88

Served in Extended School Year (ESY) Program: 9



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	71.43%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	3.90%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>0.00%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
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- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Bryan*

District: *Silo Public Schools*

Total Student Enrollment: 688

Enrollment Cluster: 4\*

Child Count (students with disabilities) TOTAL: 164

Served in Extended School Year (ESY) Program: 27



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	59.06%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	10.07%	< 9.84%	no
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	90.63%	100%	no

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	100.00%	100%	yes

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	100.00%	100%	yes

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	0	100%
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	100.00%	100%

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
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- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Bryan*

District: *Rock Creek Public Schools*

Total Student Enrollment: *516*

Enrollment Cluster: *4\**

Child Count (students with disabilities) TOTAL: *94*

Served in Extended School Year (ESY) Program: *4*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	55.95%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	13.10%	< 9.84%	no
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	75.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	87.50%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	87.50%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	95.45%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Bryan*

District: *Achille Public Schools*

Total Student Enrollment: *403*

Enrollment Cluster: *5\**

Child Count (students with disabilities) TOTAL: *70*

Served in Extended School Year (ESY) Program: *5*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	95.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	1.67%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	66.67%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	66.67%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Bryan*

District: *Colbert Public Schools*

Total Student Enrollment: *863*

Enrollment Cluster: *4\**

Child Count (students with disabilities) TOTAL: *150*

Served in Extended School Year (ESY) Program: *11*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	54.93%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	3.52%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	2.11%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	20.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	40.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	80.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	75.00%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Bryan*

District: *Caddo Public Schools*

Total Student Enrollment: *441*

Enrollment Cluster: *5\**

Child Count (students with disabilities) TOTAL: *94*

Served in Extended School Year (ESY) Program: *7*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	91.11%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	2.22%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	66.67%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Bryan*

District: *Bennington Public Schools*

Total Student Enrollment: 259

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 73

Served in Extended School Year (ESY) Program: 2



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	64.29%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	1.43%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	93.33%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Bryan*

District: *Calera Public Schools*

Total Student Enrollment: *611*

Enrollment Cluster: *4\**

Child Count (students with disabilities) TOTAL: *110*

Served in Extended School Year (ESY) Program: *4*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	91.18%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	2.94%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	87.50%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
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<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

# District Data Profile, 2010-2011

County Name: *Bryan*

District: *Durant Public Schools*

Total Student Enrollment: **3,294**

Enrollment Cluster: **2\***

Child Count (students with disabilities) **TOTAL: 487**

Served in Extended School Year (ESY) Program: **13**



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	45.97%	51.04%	no
Percent of students with disabilities inside regular class <40% of the day	9.37%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	2.83%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	95.24%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>96.77%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
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- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Caddo*

District: *Hydro-Eakly Public Schools*

Total Student Enrollment: 462

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 90

Served in Extended School Year (ESY) Program: 7



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	62.96%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	3.70%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	1.24%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Caddo*

District: *Lookeba-Sickles Public Schools*

Total Student Enrollment: 236

Enrollment Cluster: 6\*

Child Count (students with disabilities) TOTAL: 45

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	55.81%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	30.23%	< 9.84%	no
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results		84.00%	

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>50.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Caddo*

District: *Anadarko Public Schools*

Total Student Enrollment: *1,836*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *290*

Served in Extended School Year (ESY) Program: *23*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	85.35%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	1.83%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	80.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	80.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	91.67%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Caddo*

District: *Carnegie Public Schools*

Total Student Enrollment: *609*

Enrollment Cluster: *4\**

Child Count (students with disabilities) TOTAL: *89*

Served in Extended School Year (ESY) Program: *5*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	53.57%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	8.33%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Caddo*

District: *Boone-Apache Public Schools*

Total Student Enrollment: *605*

Enrollment Cluster: *4\**

Child Count (students with disabilities) TOTAL: *86*

Served in Extended School Year (ESY) Program: *2*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	90.12%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	1.24%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</b>	District	State Target	Meets Target
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### **Outcome A: Positive social-emotional skills and relationships**

Percent who increased rate of growth by six years of age or exited the program	50.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	25.00%	Baseline Data	NA

### **Outcome B: Acquisition and using knowledge and skills.**

Percent who increased rate of growth by six years of age or exited the program	50.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	25.00%	Baseline Data	NA

### **Outcome C: Use of appropriate behaviors to meet their needs.**

Percent who increased rate of growth by six years of age or exited the program	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	75.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	77.78%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
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Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes
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<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
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Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes
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<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Caddo*

District: *Cyril Public Schools*

Total Student Enrollment: 340

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 44

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	82.93%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Caddo*

District: *Gracemont Public Schools*

Total Student Enrollment: *184*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *31*

Served in Extended School Year (ESY) Program: *1*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	90.32%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results		84.00%	

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Caddo*

District: *Cement Public Schools*

Total Student Enrollment: 279

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 50

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	84.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	2.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Caddo*

District: *Hinton Public Schools*

Total Student Enrollment: *676*

Enrollment Cluster: *4\**

Child Count (students with disabilities) TOTAL: *76*

Served in Extended School Year (ESY) Program: *1*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	58.11%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	8.11%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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.

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- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Caddo*

District: *Hinton Public Schools*

Total Student Enrollment: *676*

Enrollment Cluster: *4\**

Child Count (students with disabilities) TOTAL: *76*

Served in Extended School Year (ESY) Program: *1*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	58.11%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	8.11%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	83.33%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Caddo*

District: *Fort Cobb-Broxtton Public Schools*

Total Student Enrollment: 324

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 38

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	71.43%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	2.86%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Caddo*

District: *Binger-Oney Public Schools*

Total Student Enrollment: 330

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 72

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	75.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	88.89%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>33</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
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- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Canadian*

District: *Riverside Public School*

Total Student Enrollment: *157*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *27*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	82.61%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	88.89%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	80.00%	100%	no

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	NA	100%	NA

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	NA	100%	NA

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	0	100%
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	100.00%	100%

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Canadian*

District: *Banner Public School*

Total Student Enrollment: 207

Enrollment Cluster: 6\*

Child Count (students with disabilities) TOTAL: 18

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	42.86%	51.04%	no
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	100.00%	100%	yes

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	NA	100%	NA

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	NA	100%	NA

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	0	100%
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	50.00%	100%

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Canadian*

District: *Darlington Public School*

Total Student Enrollment: 232

Enrollment Cluster: 6\*

Child Count (students with disabilities) TOTAL: 30

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	82.14%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	14.29%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	50.00%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Canadian*

District: *Maple Public School*

Total Student Enrollment: *161*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *13*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Canadian*

District: *Piedmont Public Schools*

Total Student Enrollment: *2,512*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *234*

Served in Extended School Year (ESY) Program: *18*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	79.53%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	8.84%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.47%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	87.50%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>85.19%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
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**Findings of Noncompliance through:**

Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
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- Go to Special Education Home Page
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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Canadian*

District: *Yukon Public Schools*

Total Student Enrollment: *7,029*

Enrollment Cluster: *2\**

Child Count (students with disabilities) TOTAL: *793*

Served in Extended School Year (ESY) Program: *75*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	51.52%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	14.88%	< 9.84%	no
Percent of students with disabilities in separate schools/facilities.	0.69%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	90.00%	Baseline Data	NA

<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	80.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	70.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	92.31%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	83.02%	100%	no

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	NA	100%	NA

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	100.00%	100%	yes

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	0	100%
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	100.00%	100%

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Canadian*

District: *El Reno Public Schools*

Total Student Enrollment: **2,439**

Enrollment Cluster: **3\***

Child Count (students with disabilities) **TOTAL: 395**

Served in Extended School Year (ESY) Program: **47**



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	54.24%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	5.93%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.57%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	75.00%	Baseline Data	NA

<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	85.71%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	87.50%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	93.75%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	94.12%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
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- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Canadian*

District: *Union City Public Schools*

Total Student Enrollment: 266

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 52

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	75.51%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	4.08%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Canadian*

District: *Mustang Public Schools*

Total Student Enrollment: 8,346

Enrollment Cluster: 2\*

Child Count (students with disabilities) TOTAL: 962

Served in Extended School Year (ESY) Program: 93



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	65.57%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	10.19%	< 9.84%	no
Percent of students with disabilities in separate schools/facilities.	0.34%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	50.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA

<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	50.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA
<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	50.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	89.16%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>93.02%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>1</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Canadian*

District: *Calumet Public Schools*

Total Student Enrollment: 285

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 57

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	81.13%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>88.89%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

# District Data Profile, 2010-2011

County Name: *Carter*

District: *Zaneis Public School*

Total Student Enrollment: 259

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 62

Served in Extended School Year (ESY) Program: 2



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012) can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Carter*

District: *Ardmore Public Schools*

Total Student Enrollment: *3,064*

Enrollment Cluster: *2\**

Child Count (students with disabilities) TOTAL: *437*

Served in Extended School Year (ESY) Program: *25*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	<i>0.91</i>	<i>&lt; 2.50</i>	<i>yes</i>

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	<i>no</i>	<i>no</i>	<i>yes</i>

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	<i>57.36%</i>	<i>51.04%</i>	<i>yes</i>
Percent of students with disabilities inside regular class <40% of the day	<i>13.96%</i>	<i>&lt; 9.84%</i>	<i>no</i>
Percent of students with disabilities in separate schools/facilities.	<i>2.79%</i>	<i>&lt; 1.85%</i>	<i>no</i>

<b>Indicator 7: Early Childhood Outcomes</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	<i>95.45%</i>	<i>Baseline Data</i>	<i>NA</i>
Percent functioning within age expectations by six years of age or exited the program	<i>60.00%</i>	<i>Baseline Data</i>	<i>NA</i>

<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	<i>95.45%</i>	<i>Baseline Data</i>	<i>NA</i>
Percent functioning within age expectations by six years of age or exited the program	<i>60.00%</i>	<i>Baseline Data</i>	<i>NA</i>
<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	<i>93.75%</i>	<i>Baseline Data</i>	<i>NA</i>
Percent functioning within age expectations by six years of age or exited the program	<i>64.00%</i>	<i>Baseline Data</i>	<i>NA</i>

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	<i>93.18%</i>	<i>84.00%</i>	<i>yes</i>

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	<i>no</i>	<i>no</i>	<i>yes</i>

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	<i>no</i>	<i>no</i>	<i>yes</i>

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>91.59%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Scroll Down to Compliance
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- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Carter*

District: *Springer Public Schools*

Total Student Enrollment: 229

Enrollment Cluster: 6\*

Child Count (students with disabilities) TOTAL: 68

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	91.04%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	1.49%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>50.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Carter*

District: *Plainview Public Schools*

Total Student Enrollment: *1,401*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *185*

Served in Extended School Year (ESY) Program: *4*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	75.44%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	3.51%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	83.33%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	85.71%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA
<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	50.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	85.71%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	95.45%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Carter*

District: *Lone Grove Public Schools*

Total Student Enrollment: *1,538*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *263*

Served in Extended School Year (ESY) Program: *1*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	<i>no</i>	<i>no</i>	<i>yes</i>

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	<i>46.49%</i>	<i>51.04%</i>	<i>no</i>
Percent of students with disabilities inside regular class <40% of the day	<i>3.95%</i>	<i>&lt; 9.84%</i>	<i>yes</i>
Percent of students with disabilities in separate schools/facilities.	<i>0.88%</i>	<i>&lt; 1.85%</i>	<i>yes</i>

<b>Indicator 7: Early Childhood Outcomes</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	<i>100.00%</i>	<i>Baseline Data</i>	<i>NA</i>
Percent functioning within age expectations by six years of age or exited the program	<i>33.33%</i>	<i>Baseline Data</i>	<i>NA</i>

<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	<i>100.00%</i>	<i>Baseline Data</i>	<i>NA</i>
Percent functioning within age expectations by six years of age or exited the program	<i>33.33%</i>	<i>Baseline Data</i>	<i>NA</i>
<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	<i>100.00%</i>	<i>Baseline Data</i>	<i>NA</i>
Percent functioning within age expectations by six years of age or exited the program	<i>83.33%</i>	<i>Baseline Data</i>	<i>NA</i>

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	<i>84.85%</i>	<i>84.00%</i>	<i>no</i>

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	<i>no</i>	<i>no</i>	<i>yes</i>

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	<i>no</i>	<i>no</i>	<i>yes</i>

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Carter*

District: *Wilson Public Schools*

Total Student Enrollment: 524

Enrollment Cluster: 4\*

Child Count (students with disabilities) TOTAL: 126

Served in Extended School Year (ESY) Program: 2



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	94.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	3.00%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	92.31%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	60.00%	Baseline Data	NA

<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	93.33%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	73.33%	Baseline Data	NA
<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	92.31%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	73.33%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Carter*

District: *Healdton Public Schools*

Total Student Enrollment: *576*

Enrollment Cluster: *4\**

Child Count (students with disabilities) TOTAL: *121*

Served in Extended School Year (ESY) Program: *13*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	92.45%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	3.77%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>#DIV/0!</b>	<b>100%</b>	<b>#DIV/0!</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Carter*

District: *Fox Public Schools*

Total Student Enrollment: 342

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 76

Served in Extended School Year (ESY) Program: 5



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	72.73%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	15.15%	< 9.84%	no
Percent of students with disabilities in separate schools/facilities.	3.03%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	66.67%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	33.33%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	33.33%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	80.00%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Go to Special Education Home Page
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- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Carter*

District: *Dickson Public Schools*

Total Student Enrollment: *1,241*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *175*

Served in Extended School Year (ESY) Program: *5*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	79.76%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	4.17%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	1.19%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Cherokee*

District: *Lowrey Public School*

Total Student Enrollment: *157*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *33*

Served in Extended School Year (ESY) Program: *1*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	81.82%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	4.55%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	83.33%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012) can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Cherokee*

District: *Norwood Public School*

Total Student Enrollment: *180*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *41*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	96.97%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	3.03%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Cherokee*

District: *Woodall Public School*

Total Student Enrollment: *551*

Enrollment Cluster: *4\**

Child Count (students with disabilities) TOTAL: *74*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	63.38%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	1.41%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	66.67%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	66.67%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	33.33%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012) can be located on the OSDE-SES Web site.

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- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Cherokee*

District: *Shady Grove Public School*

Total Student Enrollment: *167*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *35*

Served in Extended School Year (ESY) Program: *1*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	84.62%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	60.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	80.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Cherokee*

District: *Peggs Public School*

Total Student Enrollment: 240

Enrollment Cluster: 6\*

Child Count (students with disabilities) TOTAL: 61

Served in Extended School Year (ESY) Program: 1



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	66.67%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	66.67%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	66.67%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	60.00%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Cherokee*

District: *Grand View Public School*

Total Student Enrollment: 376

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 67

Served in Extended School Year (ESY) Program: 3



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	63.79%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	1.72%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	66.67%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	33.33%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	33.33%	Baseline Data	NA
<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	66.67%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	66.67%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Cherokee*

District: *Briggs Public School*

Total Student Enrollment: 488

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 73

Served in Extended School Year (ESY) Program: 4



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	37.93%	51.04%	no
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	66.67%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	16.67%	Baseline Data	NA

<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	66.67%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA
<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	75.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Cherokee*

District: *Tenkiller Public School*

Total Student Enrollment: 298

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 46

Served in Extended School Year (ESY) Program: 1



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	62.16%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	66.67%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	66.67%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	66.67%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- SPP & APR are links in Blue Font

# District Data Profile, 2010-2011

County Name: *Cherokee*

District: *Keys Public Schools*

Total Student Enrollment: *901*

Enrollment Cluster: *4\**

Child Count (students with disabilities) TOTAL: *113*

Served in Extended School Year (ESY) Program: *3*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	84.62%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.96%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	50.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Cherokee*

District: *Hulbert Public Schools*

Total Student Enrollment: *621*

Enrollment Cluster: *4\**

Child Count (students with disabilities) TOTAL: *93*

Served in Extended School Year (ESY) Program: *3*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	92.22%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	2.22%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>21</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

# District Data Profile, 2010-2011

County Name: *Cherokee*

District: *Tahlequah Public Schools*

Total Student Enrollment: 3,563

Enrollment Cluster: 2\*

Child Count (students with disabilities) TOTAL: 559

Served in Extended School Year (ESY) Program: 54



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	67.23%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	10.04%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.19%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	75.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA

<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	88.89%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	58.33%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	83.33%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	88.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Choctaw*

District: *Grant Public School*

Total Student Enrollment: 95

Enrollment Cluster: 6\*

Child Count (students with disabilities) TOTAL: 31

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	85.71%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	0.00%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	NA	100%	NA

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	NA	100%	NA

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	NA	100%	NA

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	0	100%
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	100.00%	100%

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Choctaw*

District: *Goodland Public School*

Total Student Enrollment: 82

Enrollment Cluster: 6\*

Child Count (students with disabilities) TOTAL: 20

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	93.33%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Click on Data Part B
- SPP & APR are links in Blue Font

# District Data Profile, 2010-2011

County Name: *Choctaw*

District: *Swink Public School*

Total Student Enrollment: 82

Enrollment Cluster: 6\*

Child Count (students with disabilities) TOTAL: 41

Served in Extended School Year (ESY) Program: 1



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	45.45%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	45.45%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	54.55%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Choctaw*

District: *Boswell Public Schools*

Total Student Enrollment: *341*

Enrollment Cluster: *5\**

Child Count (students with disabilities) TOTAL: *78*

Served in Extended School Year (ESY) Program: *8*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	73.53%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	2.94%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	2.94%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Choctaw*

District: *Fort Towson Public Schools*

Total Student Enrollment: *421*

Enrollment Cluster: *5\**

Child Count (students with disabilities) TOTAL: *91*

Served in Extended School Year (ESY) Program: *8*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	97.67%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>50.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Choctaw*

District: *Soper Public Schools*

Total Student Enrollment: 384

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 52

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	82.35%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	1.96%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>50.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Choctaw*

District: *Hugo Public Schools*

Total Student Enrollment: *1,277*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *223*

Served in Extended School Year (ESY) Program: *2*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	83.90%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	4.88%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	2.93%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	88.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>80.00%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Cimarron*

District: *Plainview Public School*

Total Student Enrollment: *10*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *0*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	NA	51.04%	NA
Percent of students with disabilities inside regular class <40% of the day	NA	< 9.84%	NA
Percent of students with disabilities in separate schools/facilities.	NA	< 1.85%	NA

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results		84.00%	

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	NA	100%	NA

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	NA	100%	NA

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	NA	100%	NA

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	0	100%
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	100.00%	100%

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; 2012)* can be located on the OSDE-SES Web site.

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- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Cimarron*

District: *Boise City Public Schools*

Total Student Enrollment: 298

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 37

Served in Extended School Year (ESY) Program: 16



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	87.88%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Cimarron*

District: *Felt Public Schools*

Total Student Enrollment: 59

Enrollment Cluster: 6\*

Child Count (students with disabilities) TOTAL: 15

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	NA	100%	NA

  

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	NA	100%	NA

  

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	100.00%	100%	yes

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	0	100%
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

  

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	100.00%	100%

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Cimarron*

District: *Keyes Public Schools*

Total Student Enrollment: 83

Enrollment Cluster: 6\*

Child Count (students with disabilities) TOTAL: 14

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	92.86%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>50.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Cleveland*

District: *Robin Hill Public School*

Total Student Enrollment: *193*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *30*

Served in Extended School Year (ESY) Program: *1*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	95.65%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

Go to <<http://www.ok.gov/sde/>>

Click on "Services"

Go to Special Education Home Page

Scroll Down to Compliance

Click on Data Part B

SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Cleveland*

District: *Moore Public Schools*

Total Student Enrollment: *21,210*

Enrollment Cluster: *1\**

Child Count (students with disabilities) TOTAL: *2,894*

Served in Extended School Year (ESY) Program: *234*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.33	< 2.50	yes

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	48.34%	51.04%	no
Percent of students with disabilities inside regular class <40% of the day	19.80%	< 9.84%	no
Percent of students with disabilities in separate schools/facilities.	0.34%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	85.71%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	55.88%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	58.82%	Baseline Data	NA
<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	93.33%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	61.76%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	90.04%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>99.84%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Cleveland*

District: *Norman Public Schools*

Total Student Enrollment: *14,027*

Enrollment Cluster: *1\**

Child Count (students with disabilities) TOTAL: *2,154*

Served in Extended School Year (ESY) Program: *216*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.03	< 2.50	yes

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	55.34%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	7.35%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	3.32%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	83.33%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	55.56%	Baseline Data	NA

<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	57.14%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	22.22%	Baseline Data	NA
<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	80.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	66.67%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	91.98%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>96.44%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Cleveland*

District: *Noble Public Schools*

Total Student Enrollment: *2,936*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *443*

Served in Extended School Year (ESY) Program: *5*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	<i>1.20</i>	<i>&lt; 2.50</i>	<i>yes</i>

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	<i>no</i>	<i>no</i>	<i>yes</i>

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	<i>42.76%</i>	<i>51.04%</i>	<i>no</i>
Percent of students with disabilities inside regular class <40% of the day	<i>12.11%</i>	<i>&lt; 9.84%</i>	<i>no</i>
Percent of students with disabilities in separate schools/facilities.	<i>0.95%</i>	<i>&lt; 1.85%</i>	<i>yes</i>

<b>Indicator 7: Early Childhood Outcomes</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	<i>100.00%</i>	<i>Baseline Data</i>	<i>NA</i>
Percent functioning within age expectations by six years of age or exited the program	<i>100.00%</i>	<i>Baseline Data</i>	<i>NA</i>

<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	<i>100.00%</i>	<i>Baseline Data</i>	<i>NA</i>
Percent functioning within age expectations by six years of age or exited the program	<i>100.00%</i>	<i>Baseline Data</i>	<i>NA</i>
<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	<i>100.00%</i>	<i>Baseline Data</i>	<i>NA</i>
Percent functioning within age expectations by six years of age or exited the program	<i>100.00%</i>	<i>Baseline Data</i>	<i>NA</i>

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	<i>80.43%</i>	<i>84.00%</i>	<i>no</i>

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	<i>no</i>	<i>no</i>	<i>yes</i>

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	<i>no</i>	<i>no</i>	<i>yes</i>

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>99.03%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Cleveland*

District: *Lexington Public Schools*

Total Student Enrollment: *1,083*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *167*

Served in Extended School Year (ESY) Program: *4*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	73.58%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	8.18%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.63%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	89.66%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Cleveland*

District: *Little Axe Public Schools*

Total Student Enrollment: *1,237*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *244*

Served in Extended School Year (ESY) Program: *34*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	<i>no</i>	<i>no</i>	<i>yes</i>

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	<i>47.44%</i>	<i>51.04%</i>	<i>no</i>
Percent of students with disabilities inside regular class <40% of the day	<i>1.28%</i>	<i>&lt; 9.84%</i>	<i>yes</i>
Percent of students with disabilities in separate schools/facilities.	<i>0.43%</i>	<i>&lt; 1.85%</i>	<i>yes</i>

<b>Indicator 7: Early Childhood Outcomes</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	<i>NA</i>	<i>Baseline Data</i>	<i>NA</i>
Percent functioning within age expectations by six years of age or exited the program	<i>NA</i>	<i>Baseline Data</i>	<i>NA</i>

<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	<i>NA</i>	<i>Baseline Data</i>	<i>NA</i>
Percent functioning within age expectations by six years of age or exited the program	<i>NA</i>	<i>Baseline Data</i>	<i>NA</i>
<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	<i>NA</i>	<i>Baseline Data</i>	<i>NA</i>
Percent functioning within age expectations by six years of age or exited the program	<i>NA</i>	<i>Baseline Data</i>	<i>NA</i>

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	<i>94.87%</i>	<i>84.00%</i>	<i>yes</i>

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	<i>no</i>	<i>no</i>	<i>yes</i>

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	<i>no</i>	<i>no</i>	<i>yes</i>

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>75.00%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Coal*

District: *Cottonwood Public School*

Total Student Enrollment: *231*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *84*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	98.48%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	1.52%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	90.91%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	72.73%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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# District Data Profile, 2010-2011

County Name: *Coal*

District: *Coalgate Public Schools*

Total Student Enrollment: 775

Enrollment Cluster: 4\*

Child Count (students with disabilities) TOTAL: 181

Served in Extended School Year (ESY) Program: 11



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	62.20%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	1.22%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	70.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	60.00%	Baseline Data	NA
<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	87.50%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	80.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	96.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
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**Findings of Noncompliance through:**

Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

# District Data Profile, 2010-2011

County Name: *Coal*

District: *Tupelo Public Schools*

Total Student Enrollment: *264*

Enrollment Cluster: *5\**

Child Count (students with disabilities) TOTAL: *84*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	73.33%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	33.33%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Comanche*

District: *Flower Mound Public School*

Total Student Enrollment: 320

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 42

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	85.71%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	NA	100%	NA

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	NA	100%	NA

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	NA	100%	NA

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	0	100%
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	100.00%	100%

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; 2012)* can be located on the OSDE-SES Web site.

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- Scroll Down to Compliance
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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Comanche*

District: *Bishop Public School*

Total Student Enrollment: 372

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 58

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	97.92%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	90.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	89.47%	100%	no

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	NA	100%	NA

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	NA	100%	NA

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	0	100%
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	100.00%	100%

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
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- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Comanche*

District: *Cache Public Schools*

Total Student Enrollment: *1,580*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *258*

Served in Extended School Year (ESY) Program: *23*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	63.22%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	6.61%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.41%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	83.33%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	66.67%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	66.67%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	93.75%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Comanche*

District: *Indiahoma Public Schools*

Total Student Enrollment: 353

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 40

Served in Extended School Year (ESY) Program: 1



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	85.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	60.00%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Comanche*

District: *Sterling Public Schools*

Total Student Enrollment: *412*

Enrollment Cluster: *5\**

Child Count (students with disabilities) TOTAL: *42*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	64.86%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>1</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Click on Data Part B
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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Comanche*

District: *Geronimo Public Schools*

Total Student Enrollment: 329

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 41

Served in Extended School Year (ESY) Program: 2



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	63.16%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	13.16%	< 9.84%	no
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	88.89%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Comanche*

District: *Lawton Public Schools*

Total Student Enrollment: *16,140*

Enrollment Cluster: *1\**

Child Count (students with disabilities) TOTAL: *2,497*

Served in Extended School Year (ESY) Program: *389*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	<i>0.91</i>	<i>&lt; 2.50</i>	<i>yes</i>

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	<i>no</i>	<i>no</i>	<i>yes</i>

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	<i>64.90%</i>	<i>51.04%</i>	<i>yes</i>
Percent of students with disabilities inside regular class <40% of the day	<i>22.29%</i>	<i>&lt; 9.84%</i>	<i>no</i>
Percent of students with disabilities in separate schools/facilities.	<i>0.56%</i>	<i>&lt; 1.85%</i>	<i>yes</i>

<b>Indicator 7: Early Childhood Outcomes</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	<i>NA</i>	<i>Baseline Data</i>	<i>NA</i>
Percent functioning within age expectations by six years of age or exited the program	<i>NA</i>	<i>Baseline Data</i>	<i>NA</i>

<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	<i>NA</i>	<i>Baseline Data</i>	<i>NA</i>
Percent functioning within age expectations by six years of age or exited the program	<i>NA</i>	<i>Baseline Data</i>	<i>NA</i>
<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	<i>NA</i>	<i>Baseline Data</i>	<i>NA</i>
Percent functioning within age expectations by six years of age or exited the program	<i>NA</i>	<i>Baseline Data</i>	<i>NA</i>

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	<i>95.31%</i>	<i>84.00%</i>	<i>yes</i>

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	<i>no</i>	<i>no</i>	<i>yes</i>

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	<i>no</i>	<i>no</i>	<i>yes</i>

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>94.71%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>96.97%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Comanche*

District: *Fletcher Public Schools*

Total Student Enrollment: *510*

Enrollment Cluster: *4\**

Child Count (students with disabilities) TOTAL: *88*

Served in Extended School Year (ESY) Program: *2*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	73.42%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	5.06%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Comanche*

District: *Elgin Public Schools*

Total Student Enrollment: *1,555*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *210*

Served in Extended School Year (ESY) Program: *13*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	67.04%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.56%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	66.67%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	83.33%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	66.67%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Comanche*

District: *Chattanooga Public Schools*

Total Student Enrollment: 270

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 38

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	68.42%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	5.26%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	50.00%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Cotton*

District: *Walters Public Schools*

Total Student Enrollment: 733

Enrollment Cluster: 4\*

Child Count (students with disabilities) TOTAL: 88

Served in Extended School Year (ESY) Program: 4



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	91.46%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	3.66%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	2.44%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	0.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA

<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	50.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	93.33%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	92.86%	100%	no

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	NA	100%	NA

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	100.00%	100%	yes

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	29	100%
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	100.00%	100%

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Cotton*

District: *Temple Public Schools*

Total Student Enrollment: 251

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 47

Served in Extended School Year (ESY) Program: 2



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	82.61%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	8.70%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Cotton*

District: *Big Pasture Public Schools*

Total Student Enrollment: 235

Enrollment Cluster: 6\*

Child Count (students with disabilities) TOTAL: 39

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	94.29%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Go to Special Education Home Page
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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Craig*

District: *White Oak Public Schools*

Total Student Enrollment: *130*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *46*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	97.22%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	2.78%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Craig*

District: *Ketchum Public Schools*

Total Student Enrollment: *673*

Enrollment Cluster: *4\**

Child Count (students with disabilities) TOTAL: *133*

Served in Extended School Year (ESY) Program: *3*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	70.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	1.67%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.83%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	93.33%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
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- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Craig*

District: *Welch Public Schools*

Total Student Enrollment: 399

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 95

Served in Extended School Year (ESY) Program: 2



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	78.41%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	2.27%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	90.48%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Craig*

District: *Bluejacket Public Schools*

Total Student Enrollment: *210*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *34*

Served in Extended School Year (ESY) Program: *2*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	90.32%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	6.45%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	NA	100%	NA

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	NA	100%	NA

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	100.00%	100%	yes

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	0	100%
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	100.00%	100%

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Craig*

District: *Vinita Public Schools*

Total Student Enrollment: *1,653*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *316*

Served in Extended School Year (ESY) Program: *10*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	92.67%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.67%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.33%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	85.71%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	71.43%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA
<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	71.43%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	93.75%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Creek*

District: *Milfay Public School*

Total Student Enrollment: *60*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *17*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Creek*

District: *Lone Star Public School*

Total Student Enrollment: *845*

Enrollment Cluster: *4\**

Child Count (students with disabilities) TOTAL: *63*

Served in Extended School Year (ESY) Program: *1*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	76.92%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	1.92%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	25.00%	Baseline Data	NA

<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	75.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA
<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	50.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	88.89%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Creek*

District: *Gypsy Public School*

Total Student Enrollment: *134*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *15*

Served in Extended School Year (ESY) Program: *1*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	70.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	10.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Creek*

District: *Pretty Water Public School*

Total Student Enrollment: 233

Enrollment Cluster: 6\*

Child Count (students with disabilities) TOTAL: 30

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	89.29%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	10.71%	< 9.84%	no
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	75.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	75.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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# District Data Profile, 2010-2011

County Name: *Creek*

District: *Allen-Bowden Public School*

Total Student Enrollment: 339

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 57

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	59.18%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	10.20%	< 9.84%	no
Percent of students with disabilities in separate schools/facilities.	2.04%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	50.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA

<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	50.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA
<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	50.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012) can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
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- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Creek*

District: *Bristow Public Schools*

Total Student Enrollment: *1,676*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *267*

Served in Extended School Year (ESY) Program: *1*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	3.43	< 2.50	no

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	56.40%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	8.40%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.40%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Creek*

District: *Mannford Public Schools*

Total Student Enrollment: *1,529*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *258*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	68.91%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	7.56%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	70.00%	Baseline Data	NA

<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	80.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	70.00%	Baseline Data	NA
<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	83.33%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	70.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	90.91%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
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<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Creek*

District: *Mounds Public Schools*

Total Student Enrollment: *644*

Enrollment Cluster: *4\**

Child Count (students with disabilities) TOTAL: *104*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	63.92%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	11.34%	< 9.84%	no
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	0.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	94.74%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Creek*

District: *Olive Public Schools*

Total Student Enrollment: 395

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 51

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	85.11%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	4.26%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	69.23%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Creek*

District: *Kiefer Public Schools*

Total Student Enrollment: *418*

Enrollment Cluster: *5\**

Child Count (students with disabilities) TOTAL: *76*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	66.67%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	1.39%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>95.65%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>19</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Click on "Services"
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- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Creek*

District: *Oilton Public Schools*

Total Student Enrollment: 326

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 60

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	67.27%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	5.46%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA
<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	83.33%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	83.33%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	83.33%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Creek*

District: *Depew Public Schools*

Total Student Enrollment: 353

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 79

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	85.33%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	2.67%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Creek*

District: *Kellyville Public Schools*

Total Student Enrollment: *1,214*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *161*

Served in Extended School Year (ESY) Program: *2*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	51.97%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	11.18%	< 9.84%	no
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	0.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	92.86%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>50.00%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

# District Data Profile, 2010-2011

County Name: *Creek*

District: *Sapulpa Public Schools*

Total Student Enrollment: **4,266**

Enrollment Cluster: **2\***

Child Count (students with disabilities) TOTAL: **600**

Served in Extended School Year (ESY) Program: **28**



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	1.92	< 2.50	yes

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	41.78%	51.04%	no
Percent of students with disabilities inside regular class <40% of the day	16.61%	< 9.84%	no
Percent of students with disabilities in separate schools/facilities.	1.40%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	96.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>95.12%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
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**Findings of Noncompliance through:**

Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

# District Data Profile, 2010-2011

County Name: *Creek*

District: *Drumright Public Schools*

Total Student Enrollment: *636*

Enrollment Cluster: *4\**

Child Count (students with disabilities) TOTAL: *102*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	78.22%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	6.93%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	4.95%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
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**Findings of Noncompliance through:**

Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
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- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Custer*

District: *Arapaho-Butler Public Schools*

Total Student Enrollment: 324

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 48

Served in Extended School Year (ESY) Program: 6



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	81.82%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	2.27%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>33.33%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Custer*

District: *Thomas-Fay-Custer Unified District*

Total Student Enrollment: 493

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 55

Served in Extended School Year (ESY) Program: 4



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	73.08%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	1.92%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	80.00%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Custer*

District: *Weatherford Public Schools*

Total Student Enrollment: *1,818*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *216*

Served in Extended School Year (ESY) Program: *11*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	83.08%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	90.32%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	97.06%	100%	no

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	NA	100%	NA

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	100.00%	100%	yes

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	0	100%
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	100.00%	100%

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Custer*

District: *Clinton Public Schools*

Total Student Enrollment: *2,131*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *252*

Served in Extended School Year (ESY) Program: *26*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	51.27%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	9.75%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.85%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
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<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>50.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Delaware*

District: *Cleora Public School*

Total Student Enrollment: *128*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *23*

Served in Extended School Year (ESY) Program: *6*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	65.22%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Scroll Down to Compliance
- Click on Data Part B
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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Delaware*

District: *Leach Public School*

Total Student Enrollment: *133*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *15*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	84.62%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results		84.00%	

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

# District Data Profile, 2010-2011

County Name: *Delaware*

District: *Kenwood Public School*

Total Student Enrollment: *116*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *13*

Served in Extended School Year (ESY) Program: *2*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results		84.00%	

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Delaware*

District: *Moseley Public School*

Total Student Enrollment: *346*

Enrollment Cluster: *5\**

Child Count (students with disabilities) TOTAL: *47*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	36.17%	51.04%	no
Percent of students with disabilities inside regular class <40% of the day	23.40%	< 9.84%	no
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	100.00%	100%	yes

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	NA	100%	NA

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	NA	100%	NA

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	0	100%
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	50.00%	100%

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Delaware*

District: *Jay Public Schools*

Total Student Enrollment: *1,778*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *389*

Served in Extended School Year (ESY) Program: *45*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	42.29%	51.04%	no
Percent of students with disabilities inside regular class <40% of the day	8.78%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.27%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	93.94%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>94.59%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>99.32%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>48</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>50.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Delaware*

District: *Grove Public Schools*

Total Student Enrollment: *2,467*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *330*

Served in Extended School Year (ESY) Program: *23*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	40.79%	51.04%	no
Percent of students with disabilities inside regular class <40% of the day	7.57%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	1.97%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	77.78%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	88.89%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	88.89%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	94.87%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>50.00%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>98.10%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
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- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Delaware*

District: *Kansas Public Schools*

Total Student Enrollment: 955

Enrollment Cluster: 4\*

Child Count (students with disabilities) TOTAL: 197

Served in Extended School Year (ESY) Program: 15



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	69.40%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	2.19%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	4.37%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	94.74%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>90.91%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>97.96%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Delaware*

District: *Colcord Public Schools*

Total Student Enrollment: *687*

Enrollment Cluster: *4\**

Child Count (students with disabilities) TOTAL: *151*

Served in Extended School Year (ESY) Program: *9*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	45.00%	51.04%	no
Percent of students with disabilities inside regular class <40% of the day	1.43%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	1.43%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	88.89%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	89.47%	100%	no

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	NA	100%	NA

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	100.00%	100%	yes

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	0	100%
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	100.00%	100%

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Delaware*

District: *Oaks-Mission Public Schools*

Total Student Enrollment: *291*

Enrollment Cluster: *5\**

Child Count (students with disabilities) TOTAL: *53*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	62.22%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	92.31%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Dewey*

District: *Vici Public Schools*

Total Student Enrollment: 321

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 37

Served in Extended School Year (ESY) Program: 3



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	61.76%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	8.82%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>50.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Dewey*

District: *Seiling Public Schools*

Total Student Enrollment: *409*

Enrollment Cluster: *5\**

Child Count (students with disabilities) TOTAL: *69*

Served in Extended School Year (ESY) Program: *5*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	52.31%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	4.62%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	91.67%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Click on "Services"
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- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Dewey*

District: *Taloga Public Schools*

Total Student Enrollment: *65*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *15*

Served in Extended School Year (ESY) Program: *1*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	75.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	80.00%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Ellis*

District: *Fargo Public Schools*

Total Student Enrollment: *217*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *33*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	93.94%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	6.06%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	66.67%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Ellis*

District: *Arnett Public Schools*

Total Student Enrollment: *171*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *21*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	95.24%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	4.76%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>50.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Ellis*

District: *Gage Public Schools*

Total Student Enrollment: *110*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *23*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	78.95%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	5.26%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	0.00%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>50.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- Go to Special Education Home Page
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- Click on Data Part B
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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Ellis*

District: *Shattuck Public Schools*

Total Student Enrollment: *300*

Enrollment Cluster: *5\**

Child Count (students with disabilities) TOTAL: *29*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	66.67%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	3.70%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
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<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Garfield*

District: *Waukomis Public Schools*

Total Student Enrollment: 338

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 60

Served in Extended School Year (ESY) Program: 2



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	69.23%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	3.85%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	11.54%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	25.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>#DIV/0!</b>	<b>100%</b>	<b>#DIV/0!</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012) can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Garfield*

District: *Kremlin-Hillsdale Public Schools*

Total Student Enrollment: 279

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 32

Served in Extended School Year (ESY) Program: 1



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	61.29%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	6.45%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Garfield*

District: *Chisholm Public Schools*

Total Student Enrollment: *891*

Enrollment Cluster: *4\**

Child Count (students with disabilities) TOTAL: *95*

Served in Extended School Year (ESY) Program: *1*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	63.29%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	11.39%	< 9.84%	no
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	94.12%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>75.00%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
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**Findings of Noncompliance through:**

Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Garfield*

District: *Garber Public Schools*

Total Student Enrollment: 353

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 44

Served in Extended School Year (ESY) Program: 5



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	95.12%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	75.00%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Garfield*

District: *Pioneer-Pleasant Vale Public Schools*

Total Student Enrollment: 589

Enrollment Cluster: 4\*

Child Count (students with disabilities) TOTAL: 94

Served in Extended School Year (ESY) Program: 4



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	64.44%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	15.56%	< 9.84%	no
Percent of students with disabilities in separate schools/facilities.	1.11%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	80.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	16.67%	Baseline Data	NA

<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	66.67%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA
<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	83.33%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	33.33%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	83.33%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>50.00%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Garfield*

District: *Enid Public Schools*

Total Student Enrollment: *6,636*

Enrollment Cluster: *2\**

Child Count (students with disabilities) TOTAL: *834*

Served in Extended School Year (ESY) Program: *73*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	52.53%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	22.31%	< 9.84%	no
Percent of students with disabilities in separate schools/facilities.	3.50%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	86.67%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	40.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	46.67%	Baseline Data	NA
<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	92.86%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	53.33%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	92.98%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>94.47%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
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- Go to Special Education Home Page
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- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Garfield*

District: *Drummond Public Schools*

Total Student Enrollment: 398

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 33

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	46.88%	51.04%	no
Percent of students with disabilities inside regular class <40% of the day	3.13%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	93.75%	100%	no

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	NA	100%	NA

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	100.00%	100%	yes

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	0	100%
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	100.00%	100%

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Garfield*

District: *Covington-Douglas Public Schools*

Total Student Enrollment: 275

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 41

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Garvin*

District: *Whitehead Public School*

Total Student Enrollment: *412*

Enrollment Cluster: *5\**

Child Count (students with disabilities) TOTAL: *46*

Served in Extended School Year (ESY) Program: *2*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	85.37%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	50.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	50.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	83.33%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Garvin*

District: *Stratford Public Schools*

Total Student Enrollment: 587

Enrollment Cluster: 4\*

Child Count (students with disabilities) TOTAL: 110

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	72.55%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	11.76%	< 9.84%	no
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	90.91%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Garvin*

District: *Paoli Public Schools*

Total Student Enrollment: 266

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 67

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	78.13%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	3.13%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	75.00%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Garvin*

District: *Maysville Public Schools*

Total Student Enrollment: *403*

Enrollment Cluster: *5\**

Child Count (students with disabilities) TOTAL: *82*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	73.68%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	3.95%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	75.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Garvin*

District: *Lindsay Public Schools*

Total Student Enrollment: *1,169*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *240*

Served in Extended School Year (ESY) Program: *9*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	68.61%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	4.93%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.45%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	12.50%	Baseline Data	NA

<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	85.71%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	25.00%	Baseline Data	NA
<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	87.50%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	75.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	76.92%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>97.22%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>92.54%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Garvin*

District: *Pauls Valley Public Schools*

Total Student Enrollment: *1,329*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *218*

Served in Extended School Year (ESY) Program: *2*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	<i>no</i>	<i>no</i>	<i>yes</i>

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	<i>38.57%</i>	<i>51.04%</i>	<i>no</i>
Percent of students with disabilities inside regular class <40% of the day	<i>9.05%</i>	<i>&lt; 9.84%</i>	<i>yes</i>
Percent of students with disabilities in separate schools/facilities.	<i>1.43%</i>	<i>&lt; 1.85%</i>	<i>yes</i>

<b>Indicator 7: Early Childhood Outcomes</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	<i>NA</i>	<i>Baseline Data</i>	<i>NA</i>
Percent functioning within age expectations by six years of age or exited the program	<i>NA</i>	<i>Baseline Data</i>	<i>NA</i>

<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	<i>NA</i>	<i>Baseline Data</i>	<i>NA</i>
Percent functioning within age expectations by six years of age or exited the program	<i>NA</i>	<i>Baseline Data</i>	<i>NA</i>
<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	<i>NA</i>	<i>Baseline Data</i>	<i>NA</i>
Percent functioning within age expectations by six years of age or exited the program	<i>NA</i>	<i>Baseline Data</i>	<i>NA</i>

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	<i>95.45%</i>	<i>84.00%</i>	<i>yes</i>

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	<i>no</i>	<i>no</i>	<i>yes</i>

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	<i>no</i>	<i>no</i>	<i>yes</i>

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	92.00%	100%	no

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	#DIV/0!	100%	#DIV/0!

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	100.00%	100%	yes

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	0	100%
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	100.00%	100%

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
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- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Garvin*

District: *Wynnewood Public Schools*

Total Student Enrollment: *613*

Enrollment Cluster: *4\**

Child Count (students with disabilities) TOTAL: *118*

Served in Extended School Year (ESY) Program: *2*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	77.27%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	6.36%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	1.82%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	60.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	80.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>95.83%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Garvin*

District: *Elmore City-Pernell Public Schools*

Total Student Enrollment: *531*

Enrollment Cluster: *4\**

Child Count (students with disabilities) TOTAL: *115*

Served in Extended School Year (ESY) Program: *1*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	51.35%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	4.51%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Grady*

District: *Friend Public School*

Total Student Enrollment: 208

Enrollment Cluster: 6\*

Child Count (students with disabilities) TOTAL: 23

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	0.00%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Grady*

District: *Middleberg Public School*

Total Student Enrollment: *183*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *24*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	63.64%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	4.55%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	83.33%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
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- Click on Data Part B
- SPP & APR are links in Blue Font

# District Data Profile, 2010-2011

County Name: *Grady*

District: *Pioneer Public School*

Total Student Enrollment: 336

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 43

Served in Extended School Year (ESY) Program: 8



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	82.05%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	5.13%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	2.56%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	84.62%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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# District Data Profile, 2010-2011

County Name: *Grady*

District: *Chickasha Public Schools*

Total Student Enrollment: *2,614*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *397*

Served in Extended School Year (ESY) Program: *20*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	2.36	< 2.50	yes

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	75.14%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	4.75%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	4.47%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	90.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	70.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>98.44%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>97.80%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Grady*

District: *Minco Public Schools*

Total Student Enrollment: *540*

Enrollment Cluster: *4\**

Child Count (students with disabilities) TOTAL: *74*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	68.06%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	2.78%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	4.17%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>91.67%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>50.00%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>17</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Grady*

District: *Ninnekah Public Schools*

Total Student Enrollment: *444*

Enrollment Cluster: *5\**

Child Count (students with disabilities) TOTAL: *52*

Served in Extended School Year (ESY) Program: *1*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	95.83%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Grady*

District: *Alex Public Schools*

Total Student Enrollment: 371

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 31

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	89.66%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	3.45%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results		84.00%	

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>25</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Grady*

District: *Rush Springs Public Schools*

Total Student Enrollment: *618*

Enrollment Cluster: *4\**

Child Count (students with disabilities) TOTAL: *86*

Served in Extended School Year (ESY) Program: *1*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	83.33%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	3.57%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	2.38%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	84.62%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Grady*

District: *Bridge Creek Public Schools*

Total Student Enrollment: *1,324*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *185*

Served in Extended School Year (ESY) Program: *10*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	56.32%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	5.75%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	1.15%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	86.36%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
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**Findings of Noncompliance through:**

Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>50.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- SPP & APR are links in Blue Font

# District Data Profile, 2010-2011

County Name: *Grady*

District: *Tuttle Public Schools*

Total Student Enrollment: *1,682*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *163*

Served in Extended School Year (ESY) Program: *24*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	65.13%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	3.29%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	1.97%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	87.50%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	87.50%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	25.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	25.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	92.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	84.21%	100%	no

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	100.00%	100%	yes

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	100.00%	100%	yes

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	35	100%
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	100.00%	100%

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; 2012) can be located on the OSDE-SES Web site.

Go to <<http://www.ok.gov/sde/>>

Click on "Services"

Go to Special Education Home Page

Scroll Down to Compliance

Click on Data Part B

SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Grady*

District: *Verden Public Schools*

Total Student Enrollment: 290

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 47

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	91.30%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	77.78%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

# District Data Profile, 2010-2011

County Name: *Grady*

District: *Amber-Pocasset Public Schools*

Total Student Enrollment: 467

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 71

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	63.24%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	7.35%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Grant*

District: *Wakita Public Schools*

Total Student Enrollment: 78

Enrollment Cluster: 6\*

Child Count (students with disabilities) TOTAL: 14

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	70.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	0.00%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
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- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Grant*

District: *Medford Public Schools*

Total Student Enrollment: 242

Enrollment Cluster: 6\*

Child Count (students with disabilities) TOTAL: 35

Served in Extended School Year (ESY) Program: 5



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	78.79%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
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- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Grant*

District: *Pond Creek-Hunter Public Schools*

Total Student Enrollment: *314*

Enrollment Cluster: *5\**

Child Count (students with disabilities) TOTAL: *47*

Served in Extended School Year (ESY) Program: *2*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	90.91%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	2.27%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	6.82%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	85.71%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
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- Click on Data Part B
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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Grant*

District: *Deer Creek-Lamont Public Schools*

Total Student Enrollment: *199*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *31*

Served in Extended School Year (ESY) Program: *1*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	86.21%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	3.45%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	3.45%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	NA	100%	NA

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	NA	100%	NA

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	100.00%	100%	yes

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	0	100%
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	100.00%	100%

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Greer*

District: *Mangum Public Schools*

Total Student Enrollment: *701*

Enrollment Cluster: *4\**

Child Count (students with disabilities) TOTAL: *104*

Served in Extended School Year (ESY) Program: *2*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	68.82%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	1.08%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	75.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	75.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	85.71%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
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- Scroll Down to Compliance
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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Greer*

District: *Granite Public Schools*

Total Student Enrollment: 253

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 44

Served in Extended School Year (ESY) Program: 4



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	76.32%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	66.67%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>50.00%</b>	<b>100%</b>

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; 2012) can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
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- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Harmon*

District: *Hollis Public Schools*

Total Student Enrollment: *540*

Enrollment Cluster: *4\**

Child Count (students with disabilities) TOTAL: *105*

Served in Extended School Year (ESY) Program: *10*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	37.76%	51.04%	no
Percent of students with disabilities inside regular class <40% of the day	3.06%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	2.04%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	75.00%	84.00%	no

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>24</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>50.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Harper*

District: *Laverne Public Schools*

Total Student Enrollment: 458

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 50

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	77.55%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	2.04%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	50.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results		84.00%	

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Harper*

District: *Buffalo Public Schools*

Total Student Enrollment: 271

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 55

Served in Extended School Year (ESY) Program: 3



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	90.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	4.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>41.67%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Haskell*

District: *Whitefield Public School*

Total Student Enrollment: *112*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *21*

Served in Extended School Year (ESY) Program: *1*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	57.14%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Haskell*

District: *Kinta Public Schools*

Total Student Enrollment: *175*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *26*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Haskell*

District: *Stigler Public Schools*

Total Student Enrollment: *1,359*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *262*

Served in Extended School Year (ESY) Program: *2*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	64.02%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	5.61%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.47%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	18.18%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	27.27%	Baseline Data	NA
<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	27.27%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Haskell*

District: *McCurtain Public Schools*

Total Student Enrollment: 250

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 58

Served in Extended School Year (ESY) Program: 3



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	52.08%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	0.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	0.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA
<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	0.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results		84.00%	

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Haskell*

District: *Keota Public Schools*

Total Student Enrollment: *430*

Enrollment Cluster: *5\**

Child Count (students with disabilities) TOTAL: *90*

Served in Extended School Year (ESY) Program: *4*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	68.83%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	2.60%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	3.90%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Hughes*

District: *Moss Public Schools*

Total Student Enrollment: 262

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 42

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	100.00%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Hughes*

District: *Wetumka Public Schools*

Total Student Enrollment: *421*

Enrollment Cluster: *5\**

Child Count (students with disabilities) TOTAL: *75*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	47.14%	51.04%	no
Percent of students with disabilities inside regular class <40% of the day	2.86%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	50.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	33.33%	Baseline Data	NA

<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	0.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	66.67%	Baseline Data	NA
<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	0.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	66.67%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	88.89%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>66.67%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Hughes*

District: *Dustin Public Schools*

Total Student Enrollment: *130*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *28*

Served in Extended School Year (ESY) Program: *1*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	65.38%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	3.85%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results		84.00%	

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>66.67%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>19</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012) can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Hughes*

District: *Holdenville Public Schools*

Total Student Enrollment: *1,120*

Enrollment Cluster: *3\**

Child Count (students with disabilities) TOTAL: *197*

Served in Extended School Year (ESY) Program: *14*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	<i>no</i>	<i>no</i>	<i>yes</i>

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	<i>41.30%</i>	<i>51.04%</i>	<i>no</i>
Percent of students with disabilities inside regular class <40% of the day	<i>18.48%</i>	<i>&lt; 9.84%</i>	<i>no</i>
Percent of students with disabilities in separate schools/facilities.	<i>1.09%</i>	<i>&lt; 1.85%</i>	<i>yes</i>

<b>Indicator 7: Early Childhood Outcomes</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	<i>NA</i>	<i>Baseline Data</i>	<i>NA</i>
Percent functioning within age expectations by six years of age or exited the program	<i>NA</i>	<i>Baseline Data</i>	<i>NA</i>

<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	<i>NA</i>	<i>Baseline Data</i>	<i>NA</i>
Percent functioning within age expectations by six years of age or exited the program	<i>NA</i>	<i>Baseline Data</i>	<i>NA</i>
<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	<i>NA</i>	<i>Baseline Data</i>	<i>NA</i>
Percent functioning within age expectations by six years of age or exited the program	<i>NA</i>	<i>Baseline Data</i>	<i>NA</i>

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	<i>90.91%</i>	<i>84.00%</i>	<i>yes</i>

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	<i>no</i>	<i>no</i>	<i>yes</i>

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	<i>no</i>	<i>no</i>	<i>yes</i>

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
- Click on "Services"
- Go to Special Education Home Page
- Scroll Down to Compliance
- Click on Data Part B
- SPP & APR are links in Blue Font

Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Hughes*

District: *Calvin Public Schools*

Total Student Enrollment: *161*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *29*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	74.07%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	3.70%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results		84.00%	

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

- Go to <<http://www.ok.gov/sde/>>
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- Go to Special Education Home Page
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- Click on Data Part B
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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Hughes*

District: *Stuart Public Schools*

Total Student Enrollment: 286

Enrollment Cluster: 5\*

Child Count (students with disabilities) TOTAL: 49

Served in Extended School Year (ESY) Program: 0



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	**	< 2.50	**

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	69.39%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	6.12%	< 1.85%	no

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results		84.00%	

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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Version: December 21, 2012

# District Data Profile, 2010-2011

County Name: *Jackson*

District: *Navajo Public Schools*

Total Student Enrollment: *495*

Enrollment Cluster: *5\**

Child Count (students with disabilities) TOTAL: *56*

Served in Extended School Year (ESY) Program: *0*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	96.36%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA
<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	NA	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	NA	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	100.00%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes

<b>Indicator 11: Child Find</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days	<b>100.00%</b>	<b>100%</b>	<b>yes</b>

<b>Indicator 12: Early Childhood Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
Percent of children determined eligible for Part B services and IEPs completed on or before 3 <sup>rd</sup> birthday	<b>NA</b>	<b>100%</b>	<b>NA</b>

<b>Indicator 13: Secondary Transition</b>	<b>District</b>	<b>State Target</b>	<b>Meets Target</b>
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	<b>93.75%</b>	<b>100%</b>	<b>no</b>

<b>Indicator 15: Identification and Correction of Noncompliance</b>	<b>Number of Findings</b>	<b>Percent Timely Corrected in One Year</b>
<b>Findings of Noncompliance through:</b>		
Comprehensive Compliance Reviews		
Concern-Specific Compliance Reviews		
Focused Monitoring Compliance Reviews		
Desk Audit Compliance Reviews	<b>0</b>	<b>100%</b>
Formal Written Complaint Investigations		
Due Process Complaint Investigations		
Single Audit Investigations (upheld by the OSDE-SES)		

<b>Indicator 20: State Reported Data:</b>	<b>Submitted on Time</b>	<b>Accurate</b>
October 1 Child Count		
Data/Annual Performance Report	<b>100.00%</b>	<b>100%</b>

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; 2012)* can be located on the OSDE-SES Web site.

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- SPP & APR are links in Blue Font

# District Data Profile, 2010-2011

County Name: *Jackson*

District: *Duke Public Schools*

Total Student Enrollment: *179*

Enrollment Cluster: *6\**

Child Count (students with disabilities) TOTAL: *24*

Served in Extended School Year (ESY) Program: *5*



## Oklahoma State Performance Plan (2012) Data Indicators \*\*\*

<b>Indicator 1: Graduation from High School with a Regular Diploma</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 2: Drop-Out from High School</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	District	State Target	Meets Target
Same data, calculation and targets used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). The most current data available, as well as historical, data, for Indicators 1, 2 and 3 are found on the Office of Accountability and Assessments web page: <a href="http://ok.gov/sde/accountability-assessments">http://ok.gov/sde/accountability-assessments</a>			

Grades included in participation/proficiency of assessment include 3, 4, 5, 6, 7, 8, and end-of-instruction.

<b>Indicator 4a: Significant Discrepancy Suspension/Expulsion</b> <i>Risk ratios greater than 2.5 indicate significant discrepancies between the rates of suspensions/expulsions for general education and special education</i>	District Risk Ratio	State Target	Meets Target
Risk ratio for students with disabilities with long-term suspensions/expulsions	NA	< 2.50	NA

<b>Indicator 4b: Significant Discrepancies in Special Education Suspension/Expulsion</b>	District	State Target	Meets Target
Does the district have (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards?	no	no	yes

<b>Indicator 5: School Age Least Restrictive Environment</b>	District	State Target	Meets Target
Percent of students with disabilities inside regular class >80% of the day	95.24%	51.04%	yes
Percent of students with disabilities inside regular class <40% of the day	0.00%	< 9.84%	yes
Percent of students with disabilities in separate schools/facilities.	0.00%	< 1.85%	yes

<b>Indicator 7: Early Childhood Outcomes</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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	0.00%	Baseline Data	NA

<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	100.00%	Baseline Data	NA
Percent functioning within age expectations by six years of age or exited the program	100.00%	Baseline Data	NA

<b>Indicator 8: Parent Involvement</b>	District	State Target	Meets Target
Percent who reported that schools facilitated parent involvement to improve services and results	93.75%	84.00%	yes

<b>Indicator 9: Disproportionality – Child with a Disability</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	no	no	yes

<b>Indicator 10: Disproportionality – Eligibility Category</b>	District	State Target	Meets Target
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification? Is one group at greater risk to be identified as needing special education?	no	no	yes