

Oklahoma Educational Indicators Program

Profiles 2016

Background & Methodologies



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Oklahoma Department of Career & Technology Education
Oklahoma Office of Juvenile Affairs
Oklahoma Tax Commission
All Oklahoma Public Schools



Office of Educational Quality and Accountability

www.oeqa.ok.gov

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OFFICE OF EDUCATIONAL QUALITY & ACCOUNTABILITY

May 20, 2017

TO THE CITIZENS OF OKLAHOMA:

It is with great pleasure that we issue *Profiles 2016*, prepared by the Office of Educational Quality and Accountability. This series of reports is the yearly capstone for the Oklahoma Educational Indicators Program, a system set forth in the Oklahoma Educational Reform Act of 1990 (House Bill 1017) to assist you in assessing the performance of your public schools.

Profiles 2016 is a unique set of publications that furnishes reliable and valuable information to the public, especially parents, students, educators, lawmakers, and researchers; and helps to ensure that every Oklahoma student receives their best educational opportunity. School boards and school administrators may use the reports to benchmark and set goals as well as make comparisons with similar schools.

Profiles 2016 consists of three levels of statistics – State, District, and School. These are the result of a collaborative effort headed by the Office of Educational Quality and Accountability and include data for the 2015 – 2016 school year from the following sources: the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Career and Technology Education, the Office of Juvenile Affairs, the Oklahoma Tax Commission, and a school survey administered directly by the Office of Educational Quality and Accountability, as well as other sources including the U.S. Census Bureau.

The Commission for Education Quality and Accountability and the Office of Educational Quality and Accountability are pleased to be your partners in education and are committed to the improvement of Oklahoma's public education system. We welcome any comments or suggestions that you may wish to offer. Please feel free to call, write, or attend one of the regularly scheduled commission meetings.

Sincerely,

Natalie Shirley
Secretary of Education and Workforce Development
Chairman: Commission for Educational Quality and Accountability

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OKLAHOMA EDUCATIONAL INDICATORS PROGRAM OVERVIEW

The *Oklahoma School Profiles (The Profiles)* is the fulfillment of the reporting requirement of the Oklahoma Educational Indicators Program. The Oklahoma Educational Indicators Program was established in May of 1989 with the passage of Senate Bill 183 (SB 183), also known as the Oklahoma School Testing Program Act. It was codified as Section 1210.531 of Title 70 in the Oklahoma statutes. In this action, the State Board of Education was instructed to “develop and implement a system of measures whereby the performance of public schools and school districts will be assessed and reported without undue reliance upon any single type of indicator, and whereby the public, including students and parents, may be made aware of the proper meaning and use of any tests administered under the Oklahoma School Testing Program Act, relative accomplishments of the public schools, and of progress being achieved.” Also, “the Oklahoma Educational Indicators Program shall present information for comparisons of graduation rates, dropout rates, pupil-teacher ratios, student enrollment gain and loss rates, and test results in the context of socioeconomic status and the finances of school districts.”

In April of 1990, House Bill 1017 (HB 1017), also known as the Oklahoma Educational Reform Act, was signed into law by the Governor. The legislation was reaffirmed by a vote of the people the following year. The portions of the bill most directly affecting the Oklahoma Educational Indicators Program were codified under Oklahoma statutes Title 70, Sections 3-116 through 3-118. Section 3-118 created the Office of Accountability. Section 3-116 created the Education Oversight Board which “shall have oversight over implementation of this act (HB 1017) and shall govern the operation of the Office of Accountability.”

The Secretary of Education, through the Office of Accountability: (1) monitors the efforts of the public school districts to comply with the provisions of the Oklahoma Educational Reform Act and the Oklahoma School Testing Program Act; (2) identifies districts not making satisfactory progress towards compliance; (3) recommends appropriate corrective action; (4) analyzes revenues and expenditures relating to common education, giving close attention to expenditures for administrative expenses; (5) makes reports to the public concerning these matters when appropriate; and (6) submits recommendations regarding funding for education or statutory changes whenever appropriate.

In 2012, Senate Bill 1797 changed the name of the Office of Accountability to the Office of Educational Quality and Accountability and the Education Oversight Board was restructured to become the Commission for Educational Quality and Accountability. The new commission is appointed by the Governor and chaired by the Governor’s Secretary of Education.

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INTRODUCTION & METHODOLOGY

The Profiles consists of three components: (1) the *State*, (2) the *District*, and (3) the *School Profiles*. Each component of *The Profiles* divides the information presented into three major reporting categories: (I) community and environment information, (II) educational programs and process information, and (III) student performance information. This methodology is meant to mirror the real-world educational process. Students have a given home and community life, they attend a school with a varied make up of teachers and administrators who deliver education through different processes and programs, and finally, all of these factors come to bear on student performance.

The specific scope of *The Profiles* component is as follows:

State Profiles: This component contains many tables, graphs, and maps, all with accompanying text, concerning state-level information for the major categories of measurement. Wherever possible, tables and graphs will cover multiple years in order that trends may be observed. Also, national comparisons have been added based on data availability and comparability.

District Profiles: This component covers each school district in the state and depicts indicator information in graphic and tabular form for the reporting school year.

School Profiles: This component includes over 1,600 individual school profiles. The *School Profiles* include demographic and financial information about the district and specific information about the individual school site. This information includes enrollment counts, achievement test scores, community involvement, information about teachers, and other site-specific information. The *School Profiles* also contain space for comments from the school principal. The principal is encouraged to provide information such as scores for any standardized testing conducted beyond the requirements of state law, highlights of a mission or policy that is unique to the school, and recognition of special programs or student and staff achievements. Once the principal has added his or her comments, it is required by state law that they distribute copies of the *School Profiles* to the parents.

Each of the three components has data organized into three major reporting categories:

- I) The Community Characteristics category includes community and contextual information. It features demographic data from the reporting school year plus data from the most recent U.S. Census for persons residing within the boundaries of the school district. In the *District Profiles*, communities have been placed into one of 16 groups based upon the number of students the district serves and based upon a socio-economic indicator. This grouping methodology allows districts to be compared to other districts serving similar communities, as well as to state averages in each of the three reporting sections.
- II) The Educational Process category includes programs and process information. It depicts how each school district delivers education to its students.

- III) The Student Performance category provides a broad array of student performance information.

Each of *The Profiles* components reports information using the same three categories and by design are directly comparable. For a comprehensive view of education in a given region of the state, one would start with the *State Profiles*, focus more closely by moving to the *District Profiles*, and then finally looking at the *School Profiles* for information specific to each school within a given district. Each document reports information that is similar between the different levels of operation.

Regarding the gathering of data, the Office of Educational Quality and Accountability (OEQA) is the secondary user of the majority of the information presented in *The Profiles* reports. The OEQA relies on agencies such as the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Career and Technology Education, the Oklahoma Office of Juvenile Affairs, the Oklahoma Tax Commission, and several others to supply the required information in a timely, accurate and usable fashion. The information is then combined across agencies by the OEQA to generate meaningful statewide statistics regarding the educational performance of students. Consequently, the OEQA does not control the methods used to collect, or the categories used to report, the majority of the data presented.

As a general rule, information is reported a year after the fact. Statistics are collected at the close of the school year, and are then verified and analyzed prior to publication. While this process is taking place, there are schools closing and others that are opening. Only those public schools that were open during the reporting period are included in the indicator reports. Finally, because most educational indicators relate to mainstream public school students, *The Profiles* reports exclude information pertaining to alternative schools and special education centers (except where specifically mentioned). For these reasons, some of the statistics included may vary from those reported by the state agency/office charged with collecting the information.

When evaluating education, it is important to remember that no single data item alone can quantify the academic soundness of a state, district, school, or student. The various factors that contribute to the educational process must be evaluated while paying attention to their interrelationship. Complicating this is the fact that people have differing views on what comprises quality education. Some feel small schools with low student-teacher ratios are most important. Others believe facilities and course offerings have the most influence; and yet, others may only be concerned with a particular test score or budgetary expenditure. Therefore, *The Profiles* presents a host of meaningful educational statistics, and readers are free to evaluate educational entities based on the factors they feel are most important in the educational process.

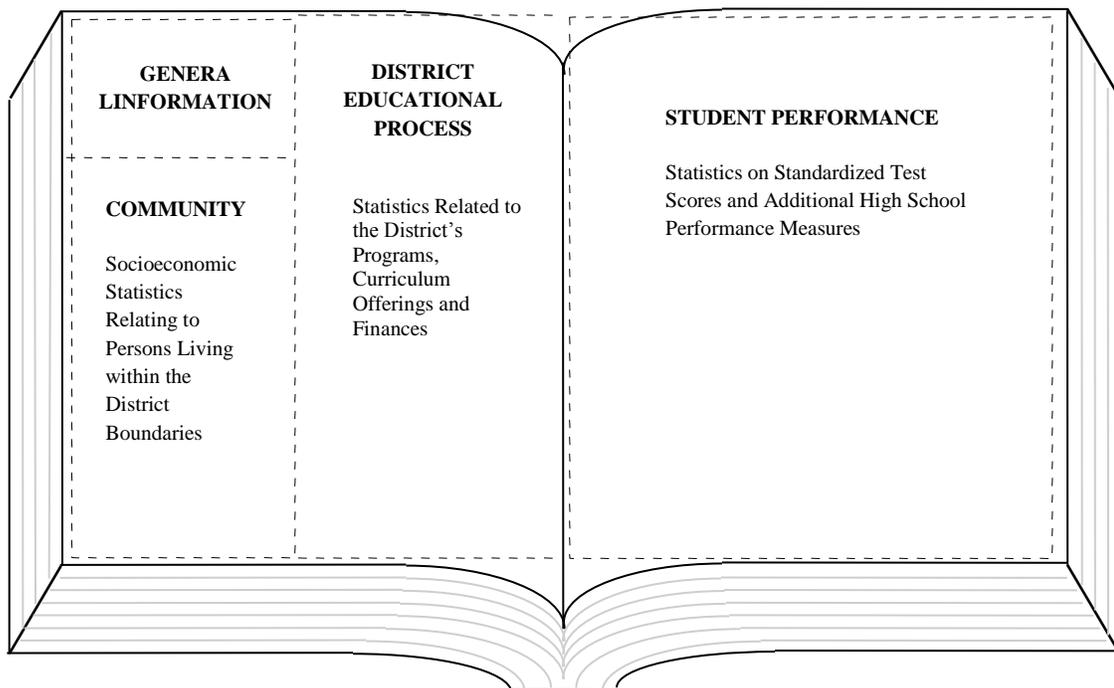
THE DISTRICT PROFILES LAYOUT

The information presented in the *District Profiles* is divided into three major reporting categories: (1) Community Characteristics, (2) District Educational Process, and (3) Student Performance. Each of these categories represent a column of information on each school district's profiles (see diagram below).

The first column has two parts. The first offers general information that identifies the district and gives the information required to contact the Superintendent. The second part, labeled Community Characteristics provides a statistical sketch of the featured district's community. This information has been obtained primarily from the U.S. Census and has been specifically tabulated on those persons who live within the school district boundaries. Included is information about the educational attainment of adults, average household income, and other socioeconomic indicators.

The District Educational Process section reflects the learning environment provided by the school district. This section includes information on the credentials of teachers, the number of administrators and other staff, information on the various academic programs offered, and high school curriculum offerings. Additionally, a table in this section reports the amount of money the district spent in each of the major financial reporting categories.

The Student Performance section of the report contains information on test scores for the Oklahoma Core Curriculum Tests (OCCT), also known as the Criterion-Referenced Tests (CRT). Additional data is included to show how graduating seniors fared in higher education, as well as the percentage of students who participated in Career-Tech programs in conjunction with their high school course work.



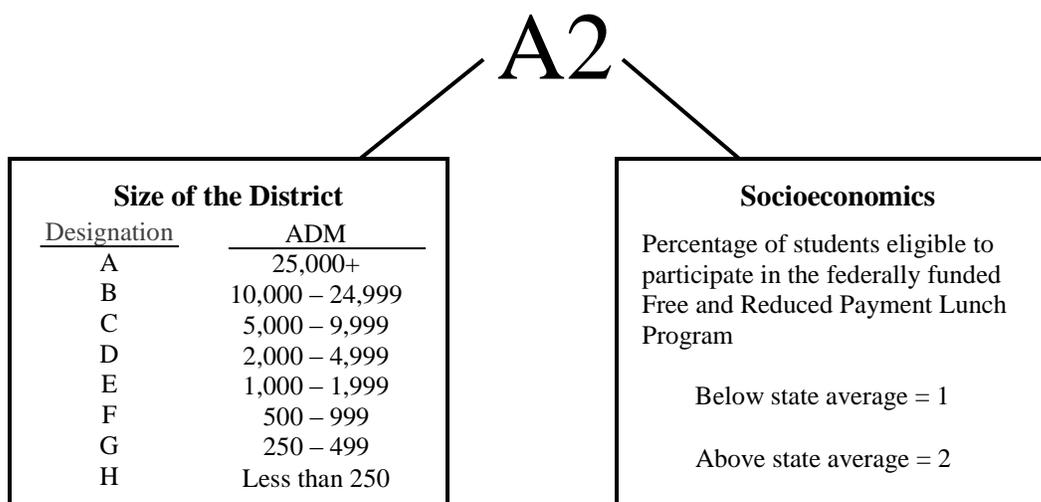
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COMMUNITY GROUPING MODEL

The great diversity in Oklahoma communities, and the school districts that serve them, causes difficulty in contrasting district educational effectiveness. One way to make meaningful comparisons is to break the communities into “peer groups.” In this way, the educational effectiveness of a school district serving its community can be compared to the educational effectiveness of districts serving similar communities.

Therefore, the Office of Educational Quality and Accountability (OEQA) employs a “Community Grouping Model” that utilizes a district’s Average Daily Membership (ADM) and the percentage of students that are eligible to participate in the federally funded Free and Reduced Payment Lunch Program. The Free and Reduced Payment Lunch Program is based on the income of the student’s parents and serves as a good measure of poverty within a district. The larger percentage of students eligible for the program, the more impoverished the district community.

The model breaks the state’s school districts into “district communities” which are categorized with a letter designation of A through H based upon district ADM (see listing below) and a numeric designation of 1 or 2 based upon the percentage of students eligible to participate in the Free and Reduced Payment Lunch Program. District communities with eligibility percentages above the state average (higher poverty) are given the designation of 2 while the remaining districts are given the designation of 1. This combination of letters and numbers yields 16 community group designations, A1 through H2.



The *District Profiles*, in most cases, reports an indicator for the featured district and gives two comparative statistics, Community Group Average and State Average. The Community Group Average is the average of all the districts in a given community group (districts serving similar communities). For a listing of districts within each group, see Appendix A “Index by Community Group.”

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EXPLANATION OF TERMS AND DATA

General Information

District Name

The name of the school district for which information is being presented.

County Name

The county in which the district resides, or the county in which the Superintendent's office resides if the district covers multiple counties.

Address & Telephone Number

Information needed to contact the Superintendent of the featured district.

Community Characteristics

A great portion of community characteristics comes from the U.S. Census statistics, which is based on persons living within each school district's boundaries. A few districts have been annexed or consolidated since the data was originally tabulated. The data for consolidated districts has been re-distributed to the districts receiving their students. For those districts that consolidated with multiple districts, the re-distribution of data was based on what percentage of the consolidating district's average daily membership (ADM) transferred to each of the receiving districts. There are two types of U.S. Census being used in this report: the Decennial Census and the most current American Community Survey 5-Year Average (ACS 5-Year Average).

Community Group

See explanation on Page xiii.

Ethnic Makeup

Ethnic makeup of the district as determined through the district's Fall Enrollment count, based on all sites including alternative and special education centers. [State Department of Education (SDE)]

Average Property Valuation per Student

Total assessed value of property within the boundaries of the district divided by the average daily membership (ADM), or average enrollment, for 2016. These figures were supplied in December, 2016 and were current as of that date. [Oklahoma Tax Commission / SDE]

Students Eligible for Free or Reduced Lunch

The number of students eligible for participation in the federally funded Free or Reduced Payment Lunch Program divided by the district's total Fall Enrollment. [SDE]

District Population

The number of residents living within the boundaries of the district. [ACS 5-Year Average]

Poverty Rate

Persons living below the poverty level as a percentage of all persons for whom poverty status could be determined. [ACS 5-Year Average]

Unemployment Rate

The ratio of unemployed persons to total persons in the civilian labor force expressed as a percentage. Civilian labor force consists of all persons age 16 and older that are employed, or wish to be employed. [ACS 5-Year Average]

Average Household Income

The average income of the households within the district. The figures are based on wages earned by all working members of the household. [ACS 5-Year Average]

Single-Parent Families

The percentage of family households with children headed by a single parent expressed as a percentage of all households with own children. [ACS 5-Year Average]

Highest Educational Level for Adults

The percentage of the population age 25 and older having attained various levels of education. [ACS 5-Year Average]

Kindergarten - 3rd Graders Receiving Reading Remediation

This represents the percentage of kindergarten through 3rd grade students who were on reading remediation programs during the school year. The information was reported in the “Reading Sufficiency Act Report” published by the State Department of Education. Districts administered approved reading assessment instruments and reported the results to the State Department of Education by site and grade. The rate was calculated by taking the number of students on reading remediation program in kindergarten through 3rd grades and dividing it by kindergarten through 3rd grade fall enrollment. [SDE]

Average Number of Days Absent per Student

The average daily attendance divided by the average daily membership, subtracted from 1, with result being multiplied by 175 school days. [SDE]

Mobility Rate (Incoming Students)

The number of incoming students divided by the sum of total enrollment plus incoming students minus outgoing students. [OEQA / SDE]

Suspensions of 10 Days or Less

Principals were surveyed about the number of suspensions at their school during the school year with a duration of 10 days or less. This indicator was expressed as a ratio of fall enrollment to incidents of suspension. Schools not responding to the Office of Educational Quality and Accountability (OEQA) survey were not included in this calculation. [OEQA / SDE]

Suspensions of More than 10 Days

Principals were surveyed about the number of suspensions at their school during the school year with a duration of more than 10 days. This indicator was expressed as a ratio of fall enrollment

to incidents of suspension. Schools not responding to the OEQA survey were not included in this calculation. [OEQA / SDE]

Volunteer Hours per Student

Principals were surveyed about the number of volunteer hours at their school during the school year. This number was then divided by fall enrollment. Schools not responding to the OEQA survey were not included in this calculation. [OEQA / SDE]

Parents attending at least One Parent-Teacher Conference

The principals' estimation of what percentage of the students had at least one parent or guardian attend a minimum of one parent-teacher conference. Schools not responding to the OEQA survey were not included in this calculation. [OEQA]

Juveniles Charged

The juvenile statistics are based on criminal offenses only. This number refers to those juveniles charged with an offense from September of 2015 to August of 2016, who reported that they attended one of the schools in the district, expressed as a ratio of fall enrollment to juvenile offenders. For the purposes of generating statewide averages, schools with no information reported were assumed to have no juveniles charged with an offense. On the District Profiles these districts were listed as "None Reported." Alternative and special education centers are not included in the tabulation of data. [Office of Juvenile Affairs (OJA) / SDE]

Offenses per Juvenile Charged

The juvenile statistics are based on criminal offenses only. The average number of offenses committed by each of the charged juveniles who reported that they attended one of the schools in the district. Excludes alternative and special education centers. [OJA]

The Number of Those Charged Who were Alleged Gang Members

The number of juvenile offenders whom reported that they attended one of the schools in the district and were deemed to have gang affiliation. Excludes alternative and special education centers. [OJA]

Symbol Key

A key identifying all of the symbols or abbreviations used in the report. They are:

ADM = Average Daily Membership (average enrollment)

FTE = Full-Time Equivalent

NA = Not Applicable

** = Data protected by privacy laws

FTR = School/District Failed to Respond to OEQA Survey with usable data

DNA = Data Not Available

RM = Revised Methodology

District Educational Process [State Department of Education (2015-16) except where noted]

All of the statistics in this section are based on the 1,761 schools included in *The Profiles* report series unless otherwise noted. Unless specified otherwise, virtual schools as well as alternative and special education centers are excluded because of their specialized missions.

Grade Organization, Area, and Enrollment

The grades offered by the district and the number of school sites open during the school year. The area of the district in square miles and student density expressed in students per square mile is also displayed in this section.

2014/2015 Average Daily Membership (ADM)

The average number of students on the school roster throughout the 2014-2015 school year. Also referred to as average enrollment. ADM includes all sites.

2015/2016 Average Daily Membership (ADM)

The average number of students on the school roster throughout the 2015-2016 school year. Also referred to as average enrollment. ADM includes all sites.

Change in ADM from 2014/2015 to 2015/2016

The numeric and percentage change in average daily membership between the 2014-15 school year and the 2015-16 school year.

Students Identified as Gifted and Talented

The number of students identified as Gifted and Talented divided by the district's total Fall Enrollment.

Students in Special Education

The number of students in Special Education Programs divided by the district's Fall Enrollment.

Students as English Language Learners (ELL)

The number of students identified as English Language Learners (ELL) divided by the district's Fall Enrollment.

Non-Special Ed. Teachers (FTEs)

Non-Special Ed. Teachers (job code = 210 or 213 except program code = 239) are counted based upon the percentage of the day they spend in the classroom and their contract length in order to calculate their Full Time Equivalent (FTE). This count excludes the time teachers spend teaching at alternative and special education centers.

Average Salary (w/ Fringe) of Non-Special Ed. Teachers

Teacher salaries are allocated to school sites based upon the percentage of time spent at each school site (the majority of teachers in the state spend 100% of their time at one school site). Co-op teachers were the only exception, as their time was only considered at the district level and was fully attributed to the district that submitted their records. The total of all salaries paid to non-special education teachers are then divided by total non-special education teacher FTEs to

obtain the average salary per non-special education teacher FTE. These figures include fringe benefits, but exclude extra duty pay.

Non-Special Ed. Teachers with Advanced Degree(s)

The percentage of non-special education teachers with a college degree beyond a bachelor's degree. This calculation is weighted by teacher FTE.

Average Years of Experience for Non-Special Ed. Teachers

This average is determined by weighting the average years of experience by the FTE for each non-special education teacher.

Special Education Teachers (FTEs)

Special Education Teachers (job code = 210 or 213 AND program code = 239) are counted based upon the percentage of the day they spend in the classroom and their contract length in order to calculate their Full Time Equivalent (FTE). This count excludes the time Special Education teachers spend teaching at alternative and special education centers.

Counselors (FTEs)

Counselors (job code = 203) are counted based upon the percentage of the day they spend in the school and their contract length in order to calculate their Full Time Equivalent (FTE). This count excludes the time counselors spend at alternative and special education centers.

Other Certified Professional Staff (FTEs)

All certified personnel except teachers, counselors, and administrators. This count excludes the time these staff members spend at alternative and special education centers.

School and District Administrators (FTEs)

Administrators (job code = 100 series) perform management activities that require developing broad policies and executing those policies through direction of individuals at all levels. This also includes high-level administrative activities performed directly for policy makers. This count excludes the time administrators spend at alternative and special education centers.

Average Salary of Administrators

Total salary of administrators divided by the total number of administrator FTEs. These figures include fringe benefits, but exclude extra duty pay.

Teachers per Administrator

Teacher FTE (all teachers) divided by the Administrator FTE.

District Revenue (ALL FUNDS)

There are many different "Funds" in which a school district may deposit revenue and from which it may make expenditures. *The Profiles* reports revenues and expenditures using "ALL FUNDS." The three basic sources of school district revenue in the state of Oklahoma are: Local & County, State, and Federal. (See Appendix C in this report and the *State Profiles* for a further description of district finances).

District Expenditures (ALL FUNDS)

There are many different “Funds” in which a school district may deposit revenue and from which it may make expenditures. *The Profiles* reports revenues and expenditures using “ALL FUNDS.” ALL FUNDS excludes Trust & Agency Fund and Bond Fund. Also, note that Debt Service, which is the major component of the Sinking Fund, has been accounted for separately to not adversely affect expenditure percentages in other areas. The expenditures are reported in two ways. First, expenditures in each category are reported as a percentage of the total expenditures and second as the actual dollars spent per ADM (See Appendix C in this report and the *State Profiles* for a further description of district finances).

Average HS Curriculum

Oklahoma high schools must offer a minimum of 38 units or courses per year although four units may be offered on a two year alternating plan. These courses may be broken down into the following six core areas plus electives: language arts, science, math, social studies, arts, and foreign languages or computer technology. This curriculum table looks at only the six core areas noted above. A more detailed explanation of course offerings can be found in the *State Profiles*. This information is based on those high school sites covered in *The Profiles* report series, which offer 10th grade, and above. For districts with junior high schools, the 9th grade course offerings of each junior high were added to the course offerings for each high school in the district. For districts with multiple high school sites, the number posted reflects the average number of courses offered in each subject area. However, for districts with 9th – 10th grade centers and 11th – 12th grade centers, the course offerings were summed at the district level.

Student Performance

All of the statistics in this section are based on the schools included in *The Profiles* report series unless otherwise noted. Unless specified otherwise, virtual schools as well as alternative and special education centers are excluded because of their specialized missions.

Oklahoma Core Curriculum Tests (OCCT)

Results of the Oklahoma Core Curriculum tests, also referred to as the Criterion-Referenced Tests (CRT), are graphed for grades 3 through 8. Results are shown as the percentage of students scoring at, or above, the “Proficient” level set by the State Board of Education. The scores posted only include the results for “Regular Education – Full Academic Year (FAY)” students. “Regular Education – FAY” students equate to rank and file students that have attended the same school for at least one full year. Middle school students taking *Algebra I* do not participate in the 8th grade math test. The results include the scores from alternative and special education centers within the district. [SDE]

End-of-Instruction Tests

The End-of-Instruction (EOI) tests are administered to students as they complete Algebra I, English II, U.S. History, Biology I, Algebra II, Geometry and English III. The tests measure how well each student has mastered the course content as outlined in the Oklahoma Academic Standard (OAS). Results are shown as the percentage of students scoring at, or above, the “Proficient” level set by the State Board of Education. The scores posted only include the results for “Regular Education – Full Academic Year” students. Students are exempt from certain EOI tests if they passed qualified alternative assessments. The results include the scores from alternative and special education centers within the district. [SDE]

4-Year Dropout Rate

First, the total number of dropouts for a graduating class was calculated by adding the dropout counts (under age 19) for the 9th, 10th 11th and 12th grades over the previous four-year period, respectively. This sum was labeled "Legal Dropouts". The four-year dropout rate for a given graduating class is then generated by dividing "Legal Dropouts" by the sum of their graduates plus "Legal Dropouts". It is assumed that this denominator accounts for all members of the graduating class except for those who were dropped from the rolls for legitimate reasons. [SDE]

Senior Graduation Rate

The senior graduation rate is computed by dividing the number of graduates by the sum of the graduate count plus senior dropouts (under age 19). It is assumed that this denominator accounts for all seniors except for those who were dropped from the rolls for legitimate reasons. [SDE]

Average GPA of HS Seniors

Principals at each high school in the state were requested to report the average Grade Point Average (GPA) for their senior class. All comparative numbers (averages) are based solely on information submitted by high schools responding to the Office of Educational Quality and Accountability (OEQA) survey. A weighted average based on 12th graders was used for all comparative averages and for districts with multiple high school sites. Schools not responding to the survey were not included in this calculation. [OEQA]

Career-Tech Occupationally-Specific Program Participation Rate

This refers to the percent of the senior class that had enrolled in a Career-Tech's Occupationally-Specific Program (OSP) during their senior year. This number is the senior class OSP enrollment divided by total number of seniors. This information is based on those high school sites covered in *The Profiles* reports, which offer 12th grade. [Department of Career and Technology Education (Career-Tech) / SDE]

Average ACT Score

The average ACT score of all high school graduates in the district having taken the ACT any time during their high school career. The ACT is scored on a scale of 1 to 36. A weighted average based on the number of students who took the ACT was used for districts with multiple high school sites. [OSRHE]

High School Graduates Completing Regents' College-Bound Curriculum

Principals were asked to report the number of high school graduates having completed the 15 units required for admission to Oklahoma public colleges and universities. This number was then divided by the number of graduates. Schools not responding to the OEQA survey were not included in the calculation. [OEQA / SDE]

Out-of-State College-Going Rate

Principals were asked to report the number of high school graduates who were planning to attend out-of-state colleges. This number was then divided by the number of graduates. Schools not responding to the OEQA survey were not included in this calculation. [OEQA / SDE]

Oklahoma College-Going Rate

The Oklahoma Regents for Higher Education (OSRHE) has developed a new methodology for this information. The OEQA will report this statistic again as enough historical data is collected. [OSRHE]

Oklahoma College Freshmen taking at least one remedial course in Math, English, Science, or Reading

The Oklahoma Regents for Higher Education (OSRHE) has developed a new methodology for this information. The OEQA will report this statistic again as enough historical data is collected. [OSRHE]

Oklahoma College Freshmen with GPA 2.0 or Above

The Oklahoma Regents for Higher Education (OSRHE) has developed a new methodology for this information. The OEQA will report this statistic again as enough historical data is collected. [OSRHE]

APPENDIX A

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Index by Community Group

Community Group	County	District	Page Number
A2	OKLAHOMA	OKLAHOMA CITY	344
A2	TULSA	TULSA	496
B1	CANADIAN	MUSTANG	56
B1	CLEVELAND	MOORE	92
B1	CLEVELAND	NORMAN	94
B1	OKLAHOMA	EDMOND	337
B1	TULSA	BROKEN ARROW	486
B1	TULSA	JENKS	489
B2	COMANCHE	LAWTON	107
B2	OKLAHOMA	MIDWEST CITY-DEL CITY	341
B2	OKLAHOMA	PUTNAM CITY	345
B2	TULSA	UNION	497
C1	CANADIAN	YUKON	60
C1	OKLAHOMA	CHOCTAW-NICOMA PARK	333
C1	OKLAHOMA	DEER CREEK	336
C1	PAYNE	STILLWATER	383
C1	TULSA	BIXBY	485
C1	TULSA	OWASSO	492
C1	TULSA	SAND SPRINGS	493
C1	WASHINGTON	BARTLESVILLE	502
C2	GARFIELD	ENID	154
C2	KAY	PONCA CITY	218
C2	MUSKOGEE	MUSKOGEE	313
D1	BECKHAM	ELK CITY	24
D1	CANADIAN	PIEDMONT	57
D1	COMANCHE	ELGIN	102
D1	CUSTER	WEATHERFORD	134
D1	DELAWARE	GROVE	137
D1	JACKSON	ALTUS	197
D1	LeFLORE	POTEAU	245
D1	MAYES	PRYOR	278
D1	McCLAIN	NEWCASTLE	284
D1	OKLAHOMA	HARRAH	338
D1	POTTAWATOMIE	TECUMSEH	418
D1	ROGERS	CLAREMORE	434
D1	STEPHENS	DUNCAN	466
D1	TULSA	COLLINSVILLE	487
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CALUMET	CANADIAN	G2	52
CALVIN	HUGHES	H2	192
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CANADIAN	PITTSBURG	G2	385
CANEY	ATOKA	G2	15
CANEY VALLEY	WASHINGTON	F2	503
CANTON	BLAINE	G1	28
CANUTE	WASHITA	G1	507
CARNEGIE	CADDO	F2	43
CARNEY	LINCOLN	H2	252
CASHION	KINGFISHER	F1	220
CATOOSA	ROGERS	D2	432
CAVE SPRINGS	ADAIR	H2	1
CEMENT	CADDO	G2	44
CENTRAL	SEQUOYAH	F2	453
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CHANDLER	LINCOLN	E1	253
CHATTANOOGA	COMANCHE	H1	101
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CHELSEA	ROGERS	F2	433
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CHEYENNE	ROGER MILLS	G1	427
CHICKASHA	GRADY	D2	170
CHISHOLM	GARFIELD	E1	151
CHOCTAW-NICOMA PARK	OKLAHOMA	C1	333
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COMMERCE	OTTAWA	F2	369
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DAVENPORT	LINCOLN	G1	254
DAVIDSON	TILLMAN	H2	480
DAVIS	MURRAY	E1	307
DEER CREEK	OKLAHOMA	C1	336
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DENISON	McCURTAIN	G1	290
DEPEW	CREEK	G2	119
DEWAR	OKMULGEE	G2	348
DEWEY	WASHINGTON	E1	505
DIBBLE	McCLAIN	F1	283
DICKSON	CARTER	E1	62
DOVER	KINGFISHER	H2	221
DRUMMOND	GARFIELD	G1	153
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GAGE	ELLIS	H2	149
GANS	SEQUOYAH	G2	454
GARBER	GARFIELD	G1	155
GEARY	BLAINE	G2	29
GERONIMO	COMANCHE	G2	105
GLENCOE	PAYNE	G2	379
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GOODWELL	TEXAS	H1	471
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HUGO	CHOCTAW	E2	84
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MARLOW	STEPHENS	E1	469
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OKARCHE	KINGFISHER	G1	225
OKAY	WAGONER	G2	499
OKEENE	BLAINE	G1	30
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PURCELL	McCLAIN	E1	285
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RINGWOOD	MAJOR	G1	271
RIPLEY	PAYNE	G2	382
RIVERSIDE	CANADIAN	H2	58
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ROCK CREEK	BRYAN	G2	38
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ROFF	PONTOTOC	G2	403
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SALINA	MAYES	F2	279
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SHAWNEE	POTTAWATOMIE	D2	416
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SILO	BRYAN	F2	39
SKIATOOK	TULSA	D1	494
SMITHVILLE	McCURTAIN	G2	298
SNYDER	KIOWA	G2	229
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SPERRY	TULSA	E1	495
SPIRO	LeFLORE	E2	247
SPRINGER	CARTER	H2	67
STERLING	COMANCHE	G1	108
STIDHAM	McINTOSH	H2	306
STIGLER	HASKELL	E2	190
STILLWATER	PAYNE	C1	383
STILWELL	ADAIR	E2	7
STONEWALL	PONTOTOC	G2	404
STRAIGHT	TEXAS	H1	476
STRATFORD	GARVIN	F2	164
STRINGTOWN	ATOKA	H2	18
STROTHER	SEMINOLE	G2	448
STROUD	LINCOLN	F1	257
STUART	HUGHES	G2	195
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SWINK	CHOCTAW	H2	86
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TALIHINA	LeFLORE	F2	248
TALOGA	DEWEY	H2	145
TANNEHILL	PITTSBURG	H2	398
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TURPIN	BEAVER	G1	23
TUSHKA	ATOKA	G1	19
TUSKAHOMA	PUSHMATAHA	H2	426
TUTTLE	GRADY	E1	177
TWIN HILLS	OKMULGEE	G2	354
TYRONE	TEXAS	H2	478
UNION	TULSA	B2	497
UNION CITY	CANADIAN	G1	59
VALLIANT	McCURTAIN	F2	299
VANOSS	PONTOTOC	F2	405
VARNUM	SEMINOLE	G2	449
VELMA-ALMA	STEPHENS	G1	470
VERDEN	GRADY	G2	178
VERDIGRIS	ROGERS	E1	440
VIAN	SEQUOYAH	F2	462
VICI	DEWEY	G1	146
VINITA	CRAIG	E2	114
WAGONER	WAGONER	D2	501
WAINWRIGHT	MUSKOGEE	H2	316
WALTERS	COTTON	F1	111
WANETTE	POTTAWATOMIE	H2	419
WAPANUCKA	JOHNSTON	G2	213
WARNER	MUSKOGEE	F2	317
WASHINGTON	McCLAIN	E1	286
WATONGA	BLAINE	F2	31
WATTS	ADAIR	G2	8
WAUKOMIS	GARFIELD	G1	158
WAURIKA	JEFFERSON	G2	206
WAYNE	McCLAIN	F2	287
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WELEETKA	OKFUSKEE	G2	331
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WISTER	LeFLORE	F2	250
WOODALL	CHEROKEE	G2	80
WOODLAND	OSAGE	G2	366
WOODWARD	WOODWARD	D1	516
WRIGHT CITY	McCURTAIN	G2	300
WYANDOTTE	OTTAWA	F2	374
WYNNEWOOD	GARVIN	F1	166
WYNONA	OSAGE	H2	367
YALE	PAYNE	G2	384
YARBROUGH	TEXAS	H2	479
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APPENDIX D

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Breakdown of Oklahoma Cost Accounting System (OCAS) Codes Included in each of the ALL FUNDS Expenditure Areas

1) INSTRUCTION	INSTRUCTION (1000 Series)
2) STUDENT SUPPORT	SUPPORT SERVICES (2000 Series) SUPPORT SERVICES - STUDENTS (2100)
3) INSTR. SUPPORT	SUPPORT SERVICES (2000 Series) SUPPORT SERVICES - INSTRUCTIONAL STAFF (2200)
4) DISTRICT ADMIN.	SUPPORT SERVICES (2000 Series) SUPPORT SERVICES - GENERAL ADMINISTRATION (2300)
5) SCHOOL ADMIN.	SUPPORT SERVICES (2000 Series) SUPPORT SERVICES - SCHOOL ADMINISTRATION (2400)
6) DISTRICT SUPPORT	SUPPORT SERVICES (2000 Series) CENTRAL SERVICES (2500) OPERATION AND MAINTENANCE OF PLANT SERVICES (2600) STUDENT TRANSPORTATION SERVICES (2700)
7) DEBT SERVICE	OTHER USES (5000 Series) DEBT SERVICE (5100)
8) OTHER	OPERATION OF NON-INSTRUCTIONAL SERVICES (3000 Series) CHILD NUTRITION PROGRAMS OPERATIONS (3100) ENTERPRISE OPERATIONS (3200) COMMUNITY SERVICES OPERATIONS (3300) FACILITIES ACQUISITION AND CONSTR. SERVICES (4000 Series) LAND ACQUISITION SERVICES (4200) LAND IMPROVEMENT SERVICES (4300) ARCHITECTURE AND ENGINEERING SERVICES (4400) EDUCATIONAL SPECIFICATION DEVELOPMENT SERVICES (4500) BUILDING ACQUISITION AND CONSTRUCTION SERVICES (4600) BUILDING IMPROVEMENT SERVICES (4700) OTHER USES (7000 Series) SCHOLARSHIPS (7100) STUDENT AID (7200)

STAFF AWARDS (7300)

WORKER'S COMPENSATION CLAIMS (7400)

TORT LIABILITY CLAIMS (7500)

MEDICAL CARE CLAIMS (7600)

FLEX BENEFITS (7700)

LONG-TERM DISABILITY (LTD) CLAIMS (7800)

OTHER USES (7900)