State Department of Education

IDEA B Panel

April 5, 2024

Agenda

- 1:00 – 1:05 – Welcome – Abby Johnson, Project Manager, Special Education Services
- 1:05 – 1:45 – Monitoring Overview & General Supervision System Updates – Tina Spence, Assistant Program Director of Special Education Services
- 1:45 – 2:00 – Break
- 2:00 – 2:30 – IDEA Part B Grant Application – Sherri Coats, Program Director of Special Education Services
- 2:30 – 3:15 – Data Systems – Travis Thompson, Project Manager, Data
- 3:15 – 3:45 – Priority Setting – Michelle Keiper, Chair
- 3:45 – 3:55 – Public Comment
- 3:55 – 4:00 – Adjourn

OKLAHOMA Education

Welcome

Abby Johnson, Project Manager, Special Education Services

Monitoring Overview & General Supervision System Updates

Tina Spence, Assistant Program Director of Special Education Services

OKLAHOMA
Education

Our Purpose   (§300.1)

To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

To ensure that the rights of children with disabilities and their parents are protected.

OKLAHOMA
Education

General Supervision System

Current Process

- General Supervision System

- Integrated Monitoring Process
  - Differentiated Monitoring Results (DMR) Levels of supports
  - Student File Monitoring
  - Indicator Toolkits

- Selective Review

OKLAHOMA
Education

General Supervision Requirement

- Main Purpose of the OSDE-SES: (§300.149)
  - Monitor the implementation of the Individuals with Disabilities Education Act (IDEA).

- Part B: Supports special education and related service programming for children and youth with disabilities ages 3 – 21.

OKLAHOMA Education
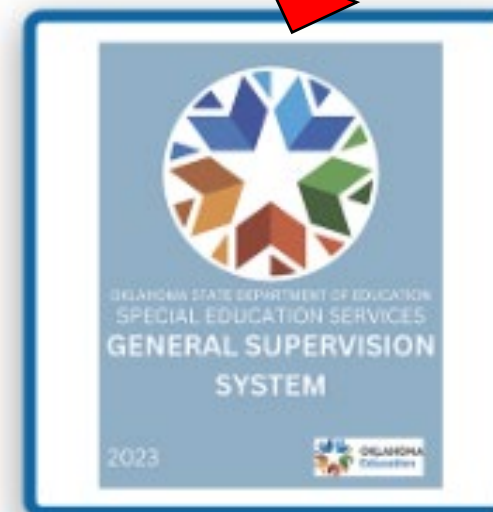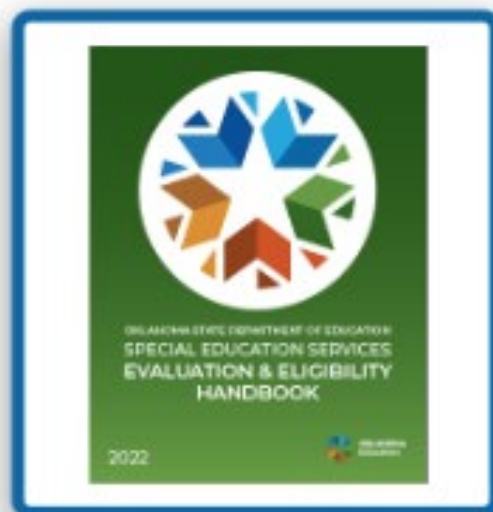
General Supervision (§300.149)

The OSDE-SES provides monitoring oversight of the local education agencies (LEA) and interlocal cooperatives to ensure adherence to the Federal and State regulations under the IDEA and its requirements.

OKLAHOMA
Education

8 Components of the General Supervision System
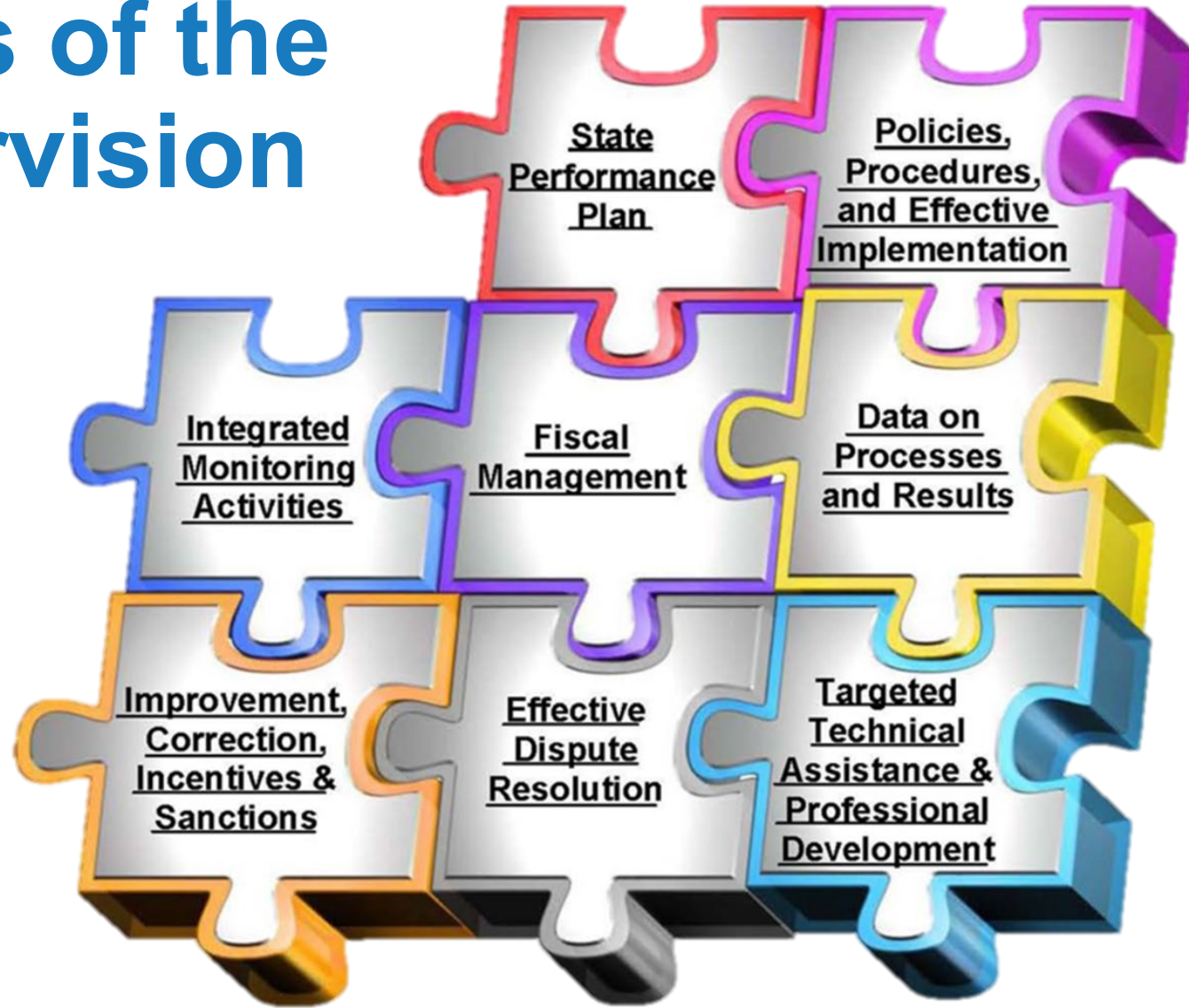
Manuals

Special Education Manuals and Handbooks

District Data Profiles

District Data

- LEAs are provided their data as required 34 CFR §§ 300.600

SDE Data
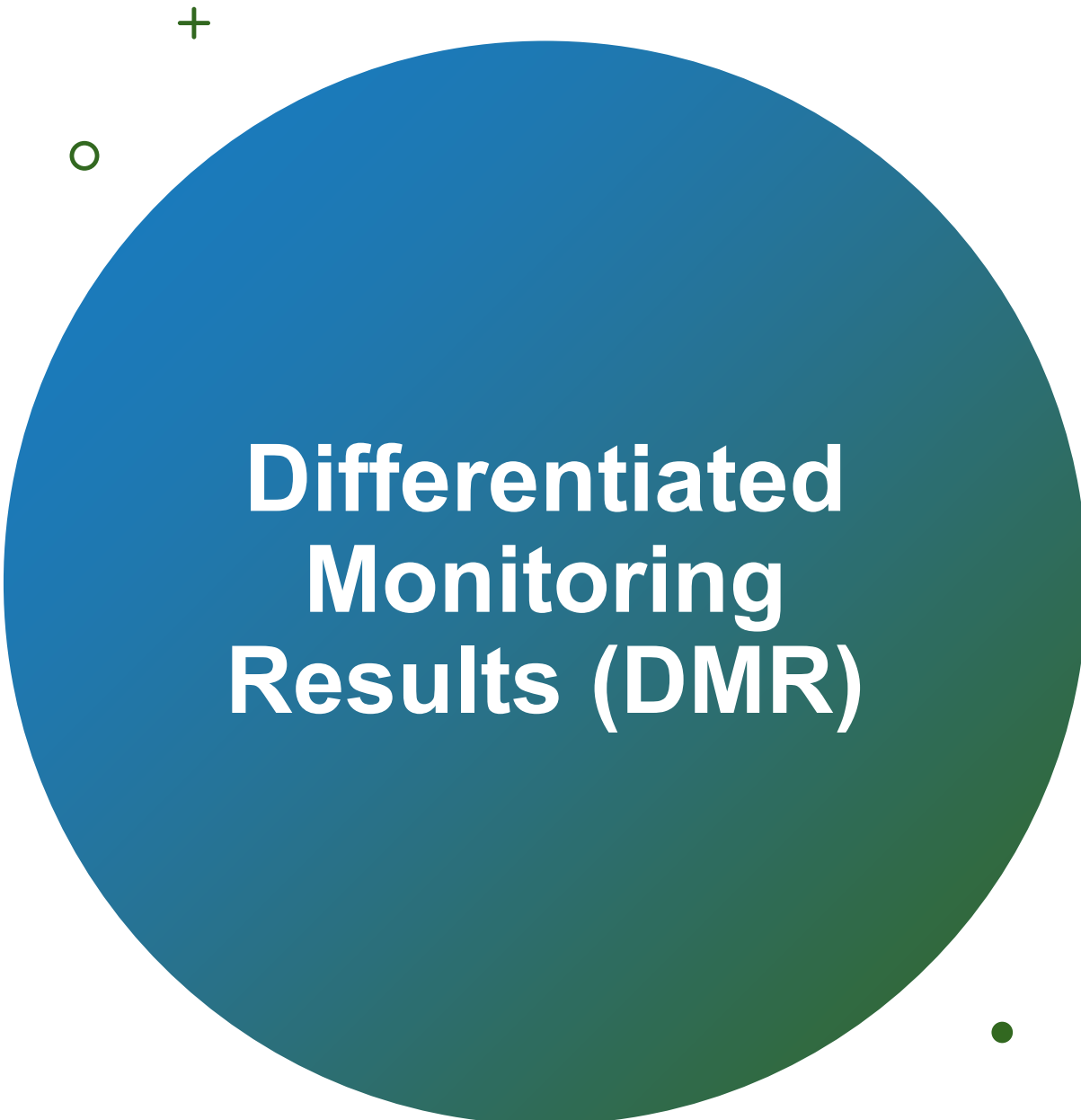
- November 15th
  - District Data Profiles (DDP)
  - Determinations

OKLAHOMA
Education

OSEP Indicators

- The Individuals with Disabilities Education Act (IDEA) requires states to report annually to the public and the Office of Special Education Programs (OSEP) on the State's and District's performance on a set of compliance and performance indicators.

- Oklahoma's performance on the indicators are reported to OSEP every February through our Annual Performance Report (APR)

OKLAHOMA Education

District Data Profiles (DDP)

- Reports that document the districts' performance on the indicators.

- The APR and DDP reports are available on the OSDE-SES website under the Data Tab.

OKLAHOMA
Education

Differentiated Monitoring Results (DMR)

Differentiated Monitoring Results (DMR)

- OSDE-SES identifies a DMR for each local education agency (LEA) based on an assessment of risk to the state education agency (SEA) and the district's determination rating.

Risk to SEA Score

+ Determination Rating
_____

DMR Level of Support

(Levels 1-4)

OKLAHOMA Education

Risk to SEA

The risk assessment gauges the risk an LEA poses to the SEA in fiscal and other factors for concern, such as complaint counts, directors' experience, and average caseload size.

The factors in the risk assessment will be evaluated each year for their usefulness in measuring risk to the SEA.

Determination
Based on APR Indicators

Compliance   Performance

and

Risk Assessment Score	
Current MOE result	Late claim(s) submitted
Size of award	Recent audit findings
Change in SPED director	Special/unusual design
Current excess cost results	Complaint count
Special education identification rate	Timely and finalized assurances & agreements
Years since monitoring	

Differentiated Monitoring: Level of Support

OKLAHOMA Education

Determination Rating

Determinations identify each LEA's quality of compliance and performance for several of the indicators reported to Office of Special Education Program (OSEP).

Based on the quality of its compliance and performance data, the OSDE-SES will assign LEAs a determination tier:

Meets Requirement (Level 1)	Needs Assistance (Level 2)	Needs Intervention (Level 3)	Needs Substantial Intervention (Level 4)

Determination
Based on APR Indicators

Compliance   Performance
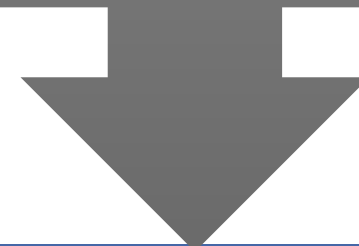
and

Risk Assessment Score	
Current MOE result	Late claim(s) submitted
Size of award	Recent audit findings
Change in SPED director	Special/unusual design
Current excess cost results	Complaint count
Special education identification rate	Timely and finalized assurances & agreements
Years since monitoring	

Differentiated Monitoring: Level of Support

OKLAHOMA Education

| Level of Support | Corresponding… | | Required Activities | | | | | | | | | | | | |
| | | | Integrated Monitoring | | | | | | | | | Response to Noncompliance | | | |
	Risk	Determination	A	B	C	D	E	F	G	H	I	W	X	Y	Z
1	VL	MR	x									x	x	x	x
2	L	NA	x	x	x	x						x	x	x	x
3	M	NI	x	x	x	x	x	x	x			x	x	x	x
4	H	NSI	x	x	x	x	x	x		x	x	x	x	x	x

OKLAHOMA Education

Level of Support	Corresponding		Required Activities													
	Risk	Determination	Integrated Monitoring									Response to Noncompliance			
			A	B	C	D	E	F	G	H	I	W	X	Y	Z
1	VL	MR	x									x	x	x	x
2	L	NA	x	x	x	x						x	x	x	x
3	M	NI	x	x	x	x	x	x		x		x	x	x	x
4	H	NSI	x	x	x	x	x	x		x	x	x	x	x	x

OKLAHOMA Education

Level of Support	Corresponding…		Required Activities												
	Risk	Determination	Integrated Monitoring									Response to Noncompliance			
			A	B	C	D	E	F	G	H	I	W	X	Y	Z
1	VL	MR	x									x	x	x	x
2	L	NA	x	x	x	x						x	x	x	x
3	M	NI	x	x	x	x	x	x	x			x	x	x	x
4	H	NSI	x	x	x	x	x	x		x	x	x	x	x	x

OKLAHOMA Education

Level of Support	Corresponding...		Required Activities												
	Risk	Determination	Integrated Monitoring									Response to Noncompliance			
			A	B	C	D	E	F	G	H	I	W	X	Y	Z
1	VL	MR	x									x	x	x	x
2	L	NA	x	x	x	x				x		x	x	x	x
3	M	NI	x	x	x	x	x	x	x			x	x	x	x
4	H	NSI	x	x	x	x	x	x		x	x	x	x	x	x

OKLAHOMA Education

Level of Support	Corresponding…		Required Activities											
	Risk	Determination	Integrated Monitoring									Response to Noncompliance			
			A	B	C	D	E	F	G	H	I	W	X	Y	Z
1	VL	MR	x									x	x	x	x
2	L	NA	x	x	x	x						x	x	x	x
3	M	NI	x	x	x	x	x	x	x			x	x	x	x
4	H	NSI	x	x	x	x	x	x		x	x	x	x	x	x

OKLAHOMA Education

Continuous Noncompliance and/or Not Meeting Target for Multiple Years

- Tiered process
  - DMR Level 3-4
  - Indicator 11, 12, and/or 13
  - Indicators 4, 9, and/or 10

OKLAHOMA Education

Three consecutive years

- Tiered I: 3rd year of consecutive noncompliance in one or more areas.
  - Review the past two years' root case findings to assist in developing an improvement plan.

  - Use 615 funds to address the improvement plan implementation. The amount or percentage of funds directed will be determined in consultation with OSDE-SES.

- If the district has demonstrated a 10% or more growth while implementing their improvement plan, they will remain at their current Teir for the next year.

OKLAHOMA Education

Three + consecutive years

- Tiered II: 4th year of consecutive noncompliance in one or more areas.
  - Review the past two years' root case findings to assist in developing an improvement plan.

  - Use 615 funds to address the improvement plan implementation. The amount or percentage of funds directed will be determined in consultation with OSDE-SES.

  - Develop or utilize a parent Advisory Board, meeting quarterly, to discuss the root cause, the plan development, how the 615 funds will be utilized to support the plan, and share progress towards the plan. The parent advisory board must include at least one parent of a child with disabilities for elementary, middle, and high.

- If the district has demonstrated a 10% or more growth while implementing their improvement plan, they will remain at their current Teir for the next year.

OKLAHOMA Education

Three + consecutive years

- Tiered III: 5th year of consecutive noncompliance in one or more areas.
  - Review the past two years' root case findings to assist in developing an improvement plan.

  - Use 615 funds to address the improvement plan implementation. The amount or percentage of funds directed will be determined in consultation with OSDE-SES.

  - Develop or utilize a parent Advisory Board, meeting quarterly, to discuss the root cause, the plan development, how the 615 funds will be utilized to support the plan, and share progress towards the plan. The parent advisory board must include at least one parent of a child with disabilities for elementary, middle, and high.

  - Discuss in a school board meeting the LEAs efforts and data trends for the past three years related to the area of noncompliance. Extend an invitation to parents of students with disabilities to attend the school board meeting.

- If the district has demonstrated a 10% or more growth while implementing their improvement plan, they will remain at their current Teir for the next year.

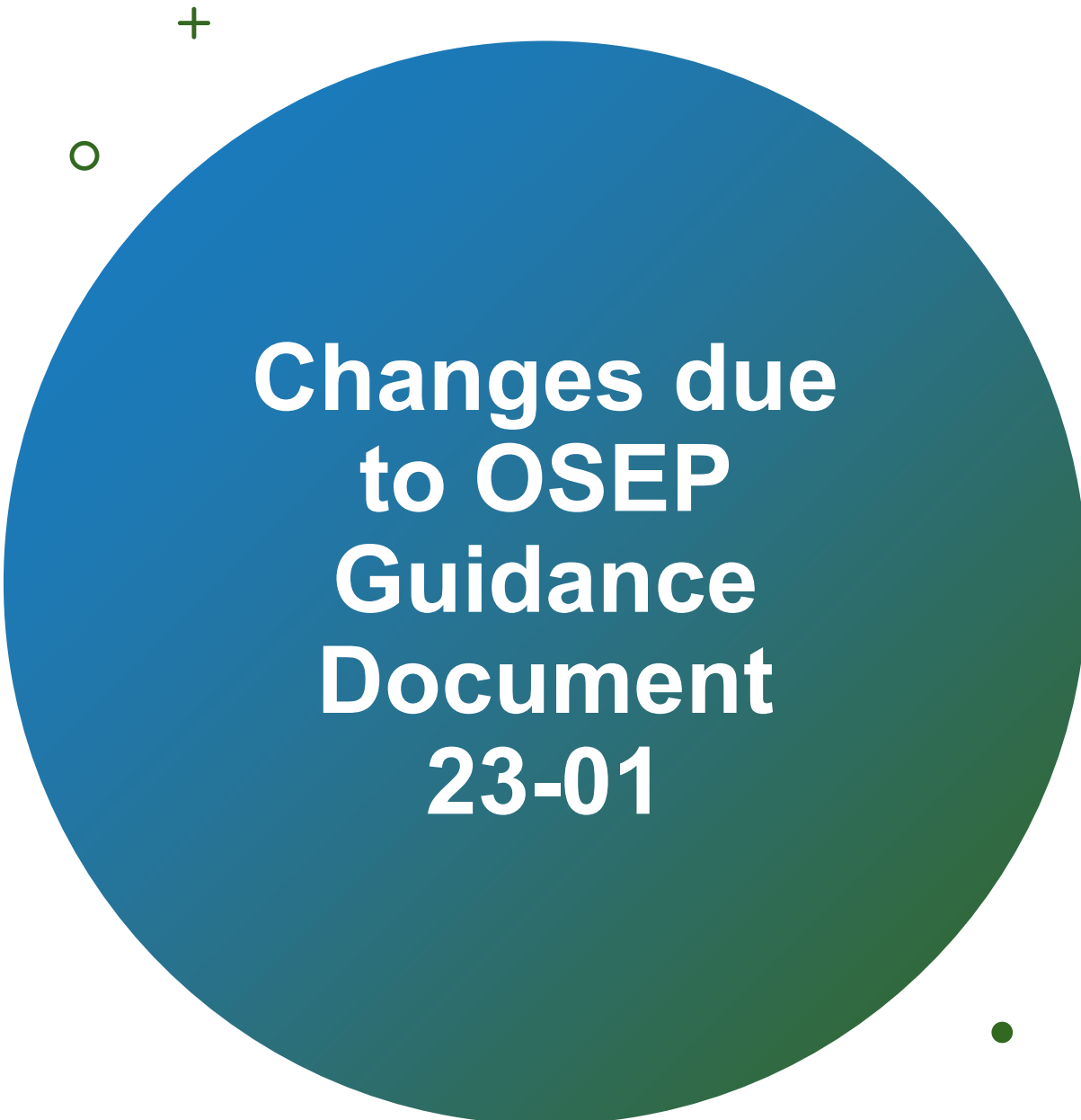OKLAHOMA Education

Selective Review

Selective Review

- Any issues of concern regarding an LEA's implementation of IDEA.

- Concerns are brought to a team to identify the most appropriate levels of supports our office will provide the LEA.

- Supports can range from:
  - Technical assistance phone call or email
  - Monitor the LEA via a targeted or comprehensive monitoring

OKLAHOMA
Education

Selective Review

- All concerns submitted by OSDE-SES staff are logged and tracked to ensure all identified concerns are now compliant.

- Interlocal are in a cyclical monitoring process.

OKLAHOMA
Education

Changes due to OSEP Guidance Document 23-01

Future Process

- General Supervision System

- Integrated Monitoring Process
  - Differentiated Monitoring Results (DMR) Levels of supports
  - Indicator Toolkits

- Cyclical Monitoring of Special Education Programs
  - Student file monitoring (comprehensive or targeted)
  - Fiscal review
  - Review of policy, procedures, & practices
  - Review of targeted programs (e.g., secondary transition, early childhood)

- Selective Review

OKLAHOMA
Education

The WHY

- A reasonability designed State general supervision should include:
  - Integrated monitoring activities;
  - Data on processes and results;
  - The SPP/APR
  - Fiscal management;
  - Effective dispute resolution;
  - Targeted TA and professional development;
  - Policy, procedures, and practices resulting in effective implementation; and
  - Improvement, correction, incentives, and sanctions.

OKLAHOMA
Education

Current Data

- Data goes back to 1993-1994 School Year

- Current data:
  - Past fifteen = 185 LEAs
  - Past ten years = 225 LEAs
  - Past five years = 405 LEAs
  - Three LEAs with no record of monitoring.

OKLAHOMA
Education

How will this work

- Will monitor all LEAs in a six-year Cohort cycle
  - Between 90-95 LEAs per year
  - Group into quarters
  - Use of a rubric to identify the level of supports needed:
    - On-site support/monitoring
    - Virtual support/monitoring
    - Targeted (secondary transition, early childhood)
    - Comprehensive (A review of student file, fiscal process, PPP, data, and parent conversations)
    - Which cohort the LEAs will fall
    - Which quarter the LEAs will receive supports

OKLAHOMA Education

Rubric

- To help determine the best approach to support the LEA.

- Rubric will include:
    - Number of complaints/due process
    - Caseload
    - Years since compliance monitoring (review of special education program)
    - Fiscal (MOE, excess cost, late claims, etc.)
    - Determination Data (Levels of supports for past three years)

Cohort

OSEP expects states to monitor LEAs within a reasonable period of time and at least once within a six-year period.

The OSDE-SES will have six cohorts
- Cohort I: 2025-2026
- Cohort II: 2026-2027
- Cohort III: 2027-2028
- Cohort IV: 2028-2029
- Cohort V: 2029-2030
- Cohort VI: 2030-2031

OKLAHOMA Education

Tools

- Provide in-person meeting the year prior to the LEAs assigned Cohort. During this meeting, discussions will provide tools and guidance.

- Tools to help the LEAs review their special education programs.
    - Fiscal
    - Data
    - PPP

- Review the student confidential records.

OKLAHOMA Education

Multiple Areas of Noncompliance or Non-performance

If the LEA has been identified as a

- DMR Level 3 and/or 4;

- The same focus area; and

- Noncompliant for indicators 11, 12, and/or 13.

The LEA must meet all the above for the past three years. The LEA will receive a deficiency on its accreditation report.

OKLAHOMA Education

Other Mechanism's to support LEAs

Accreditation Notice

An accreditation notice is not a deficiency but could move to a deficiency in the future if the concern is not corrected at the LEA level. As part of the accreditation report, the accreditation notice will be reviewed by the superintendent and LEA school board. Areas of concern that are subject to accreditation notice include:

- DMR Level 3 or 4 with untimely student file corrections from the monitoring report (not completed by June 25th).

OKLAHOMA Education

Prong I & II

- Prong I – first identified with noncompliance and the LEA works through the activities to improve the noncompliance.

- Prong II – The SDE checks to ensure the noncompliance is corrected and applied to new situations.

OKLAHOMA
Education

Accreditation Notice

- DMR Level 1-4 identified as noncompliant for indicator (11, 12, 13, 1, 3, 7) and have not submitted an improvement plan by May 15th.

- Continuous Noncompliance – Two consecutive years not demonstrating continued compliance through Prong II for indicators 11, 12, & 13.

- Untimely Submission for both Child Count and End-of-Year data for two consecutive years (FY 22 and FY23).

- Fiscal Noncompliance for Two Consecutive Years including not meeting Maintenance of Effort, Excess Cost, Missing deadlines for submission of IDEA budget, or Late claims that require State Board Approval.

OKLAHOMA
Education

OSEP Option to encourage Compliance

- Withhold funds:
  - The OSDE-SES may withhold, in whole or in part, in accordance with the federal regulation:
    - 34 CFR § 300-604 and 300.605

Contact

Tina Spence

Assistant Program Director

Compliance

405/521-4513

Tina.Spence@sde.ok.gov

OKLAHOMA
Education

IDEA Part B Grant Application

Sherri Coats, Program Director of Special Education Services

Public Comment Part B Grant Application

- https://sde.ok.gov/special-education

- Comments received no later than May 15, 2024

- Send comments to abby.johnson@sde.ok.gov

- "Public Comment" in the subject line

OKLAHOMA
Education

Annual State Application Under Part B

- Set of assurances to adhere to and administer IDEA in the state of Oklahoma
  - FAPE to all children ages 3 through the school year in which they turn 22
  - Develop and implement Individualized Education Programs (IEPs)
  - Least Restrictive Environment (LRE)
  - Parental Procedural Safeguards
  - Appropriate Evaluations
  - Transition from Part C to Part B

OKLAHOMA Education

Annual State Application Under Part B

- Set of assurances to adhere to and administer IDEA in the state of Oklahoma
  - Support for students who are parentally placed in a private school
  - General supervision through monitoring
  - Establish and maintain qualifications of personnel who will carry out services
  - Inclusion in general Statewide and districts assessment programs
  - Expend funds in accordance with Part B of the IDEA

OKLAHOMA
Education

Annual State Application Under Part B

- Set of assurances to adhere to and administer IDEA in the state of Oklahoma
  - Examine data to determine if significant discrepancies are occurring in the rate of long-term suspension of student with disabilities
  - Adoption of National Instructional Materials Accessibility Standard
  - Have in effect policies and procedures designed to prevent inappropriate over-identification or disproportionate representation by race and ethnicity
  - Prohibit State and local education agencies from requiring a child to obtain a prescription for a substance covered in the Controlled Substance Act

OKLAHOMA Education

Annual State Application Under Part B

- Set of assurances to adhere to and administer IDEA in the state of Oklahoma
  - Distribute funds to the local education agencies
  - Provide data to the Secretary of Education as required
  - Ensure proper disbursement of and accounting for Federal funds.
  - Provide for public comment and public hearing on adopted State policies and procedures
  - Establish and maintain a state advisory panel

OKLAHOMA Education

Oklahoma Grant Award

- FFY 2023 (FFY 2024 Not available yet)

- $181,690,015

- Draft Budget includes:
  - Administration $3,666,760

  - State Level Activities $20,435,979

  - High Needs Fund $2,500,000

  - Required flow through to districts $155,087,276

Administration – Set Aside

- For the purpose of administering IDEA Part B including Preschool Grants under 20 U.S.C. 1419, a High Cost Fund, and the coordination of activities under Part B with, and providing technical assistance to, other programs that provide services to children with disabilities.
  - $ 3,666,760
    - Salaries & Benefits
    - Office Rent
    - Equipment and Technology

OKLAHOMA
Education

Required State Level Activities

- For monitoring, enforcement, and complaint investigation.
    - $300,000

- To establish and implement the mediation process required by 20 U.S.C. 1415(e), including providing for the cost of mediators and support personnel
    - $505,000

OKLAHOMA Education

Optional State Level Activities

- For support and direct services, including technical assistance, personnel preparation, and professional development and training
  - $500,000

- To assist local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services for children with disabilities.
  - $886,000

- To assist local educational agencies in meeting personnel shortages
  - $700,000

OKLAHOMA Education

Optional State Level Activities

- To support paperwork reduction activities, including expanding the use of technology in the IEP process.
  - $4,839,000

- To improve the use of technology in the classroom by children with disabilities to enhance learning.
  - $6,000,000

- To improve the use of technology in the classroom by children with disabilities to enhance learning.
  - $555,000

OKLAHOMA Education

Optional State Level Activities

- To support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities.
  - $300,000

- Development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children with disabilities to postsecondary activities.
  - $1,500,000

OKLAHOMA Education

Optional State Level Activities

- Alternative programming for children with disabilities who have been expelled from school, and services for children with disabilities in correctional facilities, children enrolled in State-operated or State-supported schools, and children with disabilities in charter schools.
  - $50,000

- To support the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities
  - $1,700,000

OKLAHOMA
Education

Optional State Level Activities

- To provide technical assistance to schools and LEAs, and direct services, including direct student services to children with disabilities, to schools or LEAs implementing comprehensive support and improvement activities or targeted support and improvement activities on the basis of consistent underperformance of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement
  - $100,000

OKLAHOMA
Education

What recommendations do you have in how the SDE-SES allocates the State-Level Activity Funds?

OKLAHOMA
Education

Assist local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services for children with disabilities.

Assist local educational agencies in meeting personnel shortages

OKLAHOMA
Education

Support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities.

Alternative programming for children with disabilities who have been expelled from school, and services for children with disabilities in correctional facilities, children enrolled in State-operated or State-supported schools, and children with disabilities in charter schools

OKLAHOMA
Education

Contact

Sherri Coats

Program Director

Special Education Services

405/521-4869

Sherri.Coats@sde.ok.gov

OKLAHOMA
Education

SPP/APR FFY 2022

Travis Thompson, Project Manager, Data

What is the SPP/APR?

- Under Section 616 of IDEA:
  - States are required to "…have in place a **performance plan** that evaluates [the State's] efforts to implement [IDEA]…"
  - Each six-year "state performance plan" includes an APR:
    - Data collection and reporting to OSEP on 17 indicators and the state's performance on the SPP targets
    - Public reporting on the performance of each LEA on the targets set in the APR
  - OSEP's "Review and Determination"
    - Levels of Determination
      - State determined by OSEP
      - Districts determined by State

OKLAHOMA
Education

Why? Accountability.

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

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

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

OKLAHOMA
Education

State Oversight Indicators

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

OKLAHOMA Education

Why the Indicators Matter for Students
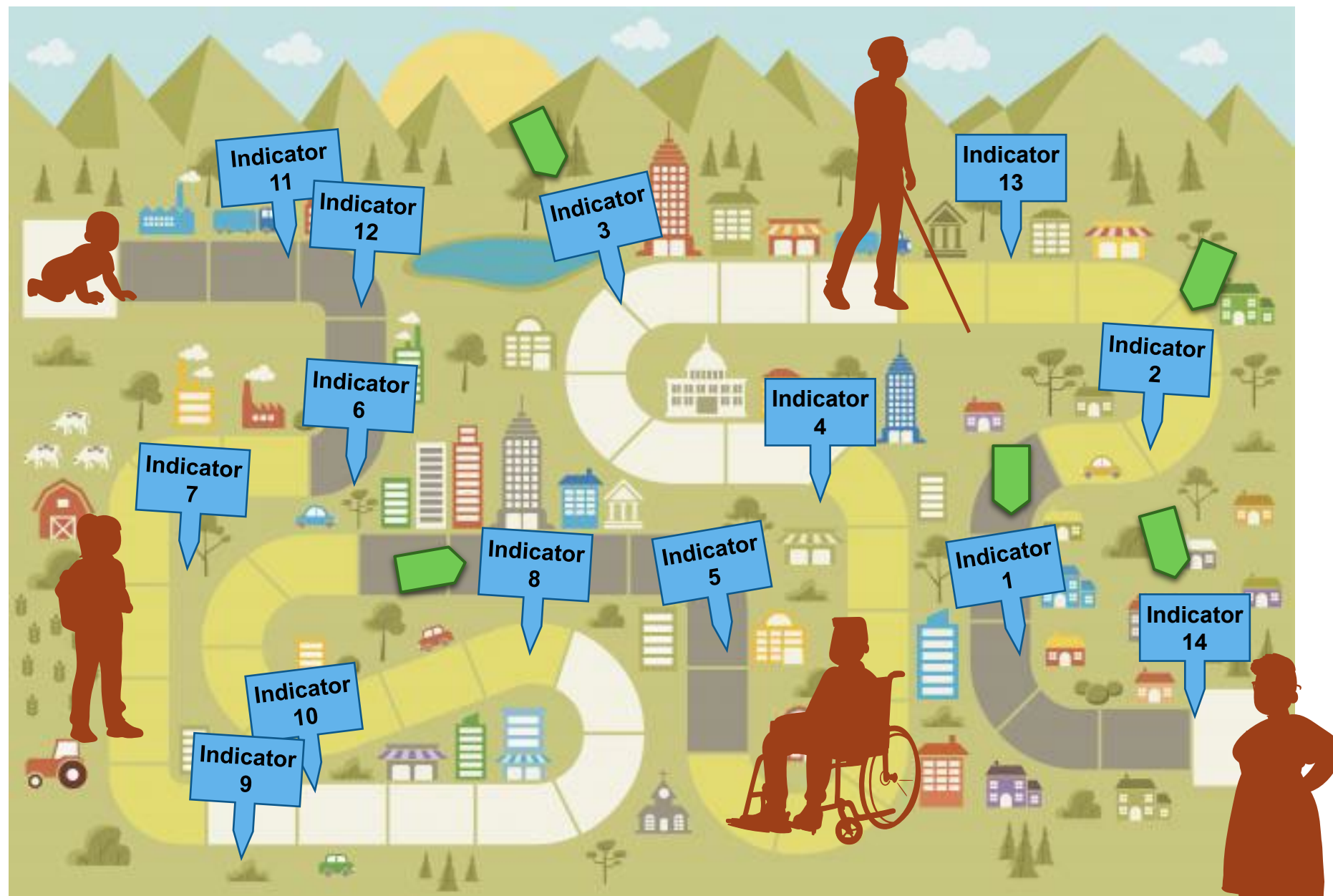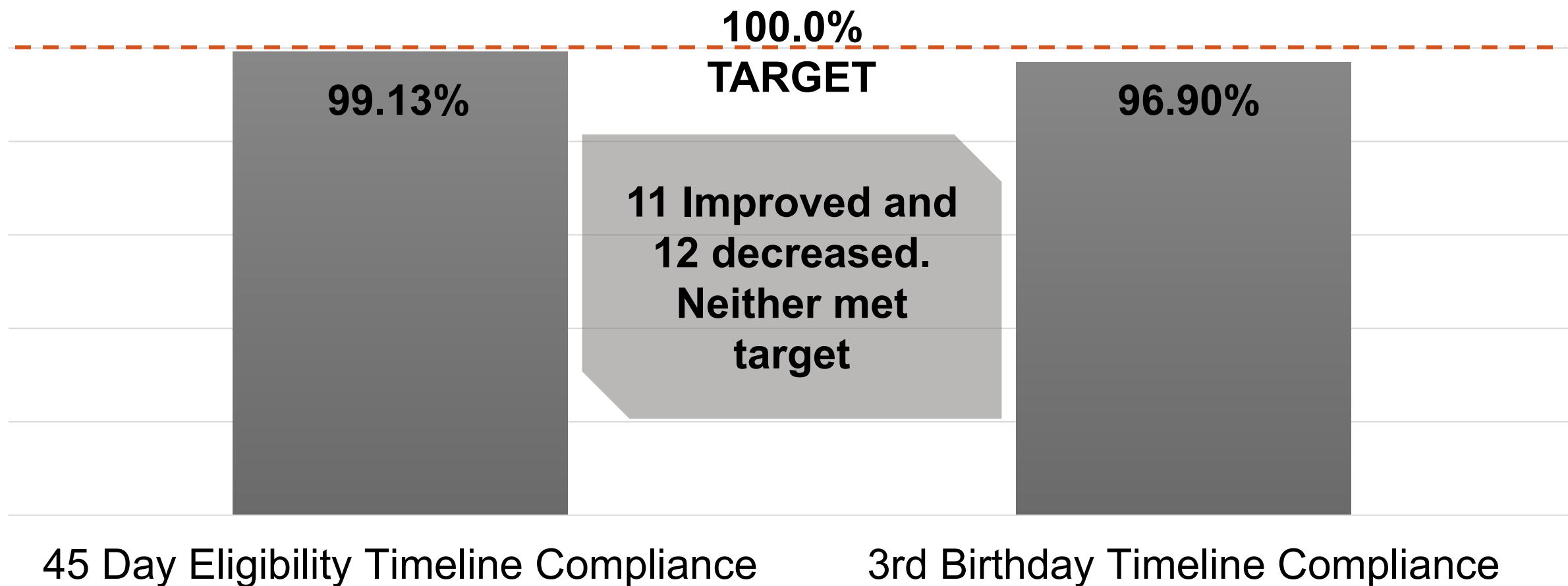
Indicators 11 & 12: Timely Evaluation

Questions addressed:

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

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

Targets: set by OSEP as a compliance indicator

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

OKLAHOMA Education

11 & 12: Evaluation Timeliness

100.0% TARGET

99.13%

11 Improved and 12 decreased. Neither met target

96.90%

45 Day Eligibility Timeline Compliance

3rd Birthday Timeline Compliance

OKLAHOMA Education

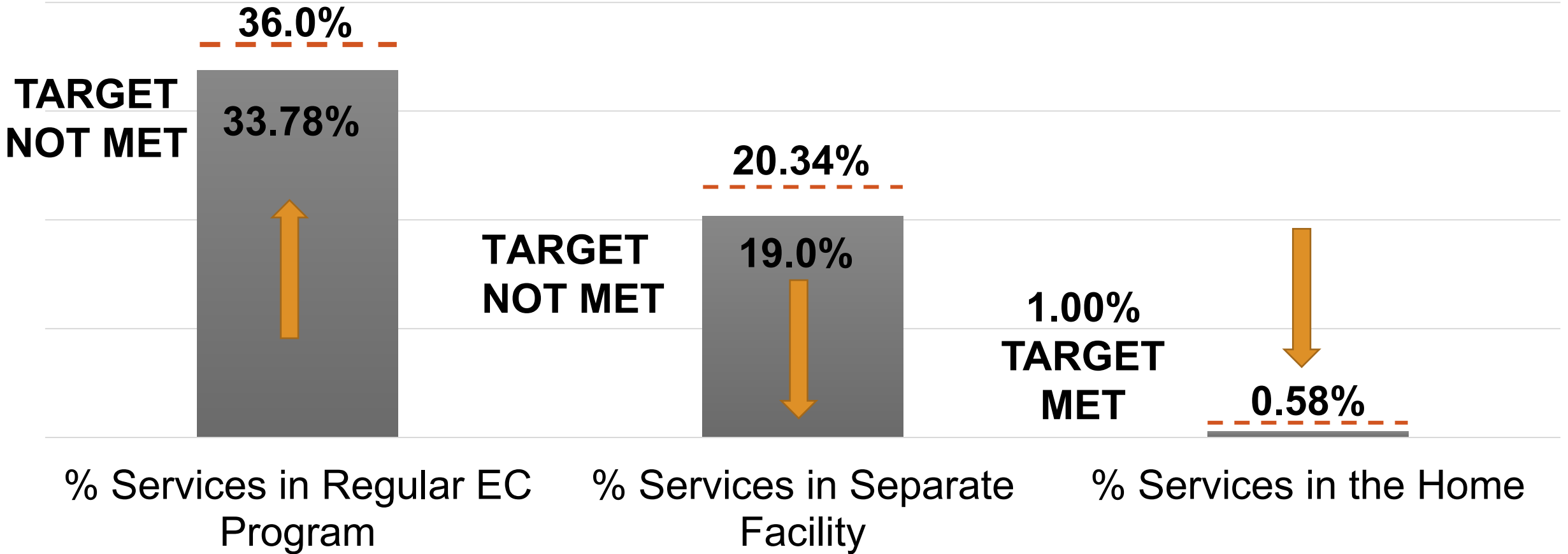# Indicator 6: Early Childhood Environment

Questions addressed:

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

A. Are in a regular early childhood program and receive the majority of SPED services in that environment?

B. Receive their EC education and services in a separate SPED class, separate school, or residential facility?

C. Receive their services at home?

Targets: set by state with community consultation

Source: prior year October 1 Child Count through EdPlan

OKLAHOMA
Education

6: EC Environments

% Services in Regular EC Program — TARGET NOT MET — 36.0% (target), 33.78%

% Services in Separate Facility — TARGET NOT MET — 20.34% (target), 19.0%

% Services in the Home — 1.00% TARGET MET — 0.58%

OKLAHOMA Education

Indicator 7: Early Childhood Outcomes
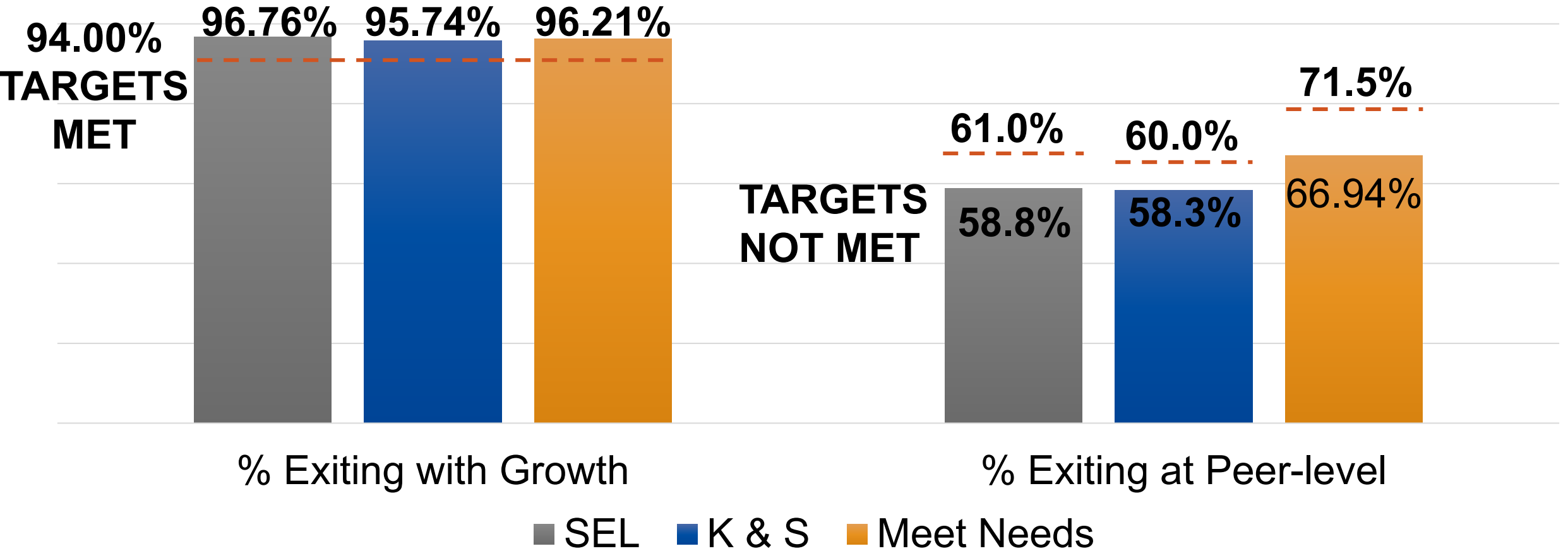
Question addressed:

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

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

Targets: set by state with community consultation

Source: most recent June 30 EOY Collection through EdPlan

OKLAHOMA
Education

7: EC Outcomes

Indicators 9 & 10: Disproportionate Representation

Questions addressed:

- Ind. 9: Are students of one racial group more likely to be identified as needing an IEP than any other racial group, due to inappropriate policies, practices, and/or procedures?

- Ind. 10: Are students of one racial group more likely to be identified as having a particular disability than any other racial group , due to inappropriate policies, practices, and/or procedures?

Targets: set by OSEP as a compliance indicator

Source: prior year October 1 Child Count through EdPlan, ages 5 in KG through 21 only (the difference with significant disproportionality)

OKLAHOMA
Education

9 & 10: Disproportionate Representation

- One district was identified as noncompliant in SY 22-23.

- Targets of 0% were met.

OKLAHOMA Education
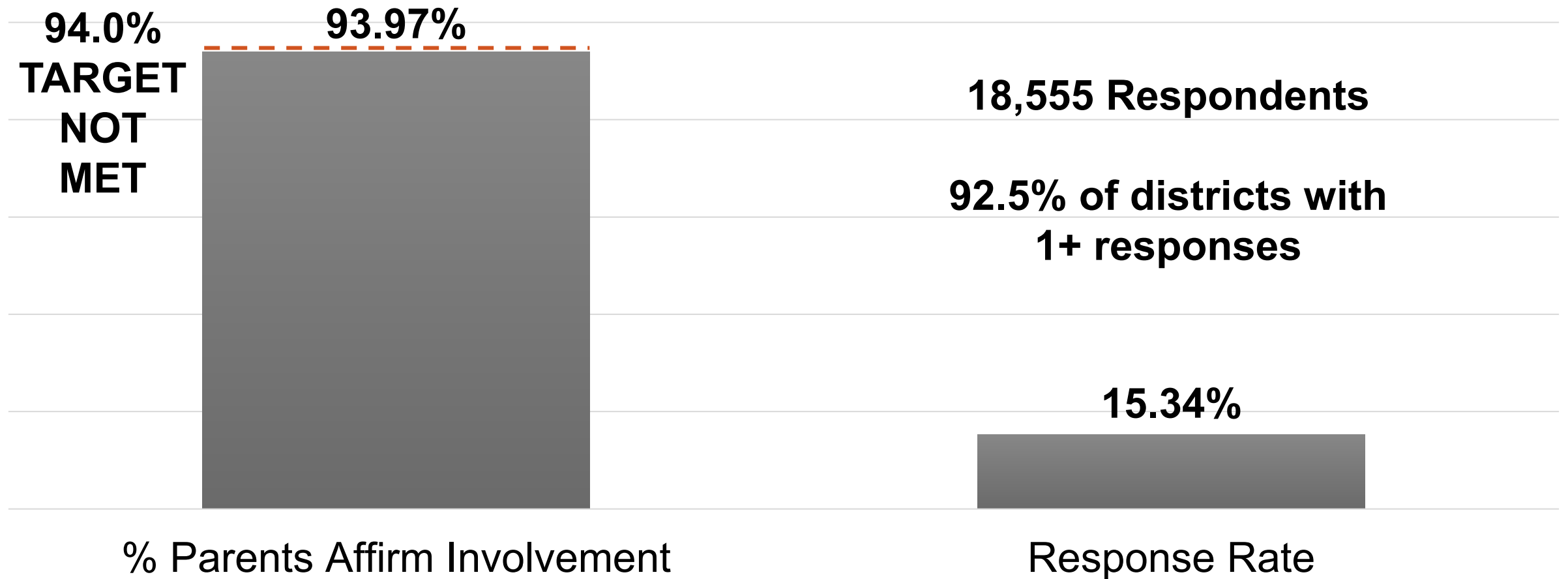
Indicator 8: Parent Involvement

Question addressed:

What do parents think about how the school supported their participation throughout the IEP process?

Target: set by state with community consultation

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

OKLAHOMA
Education

8: Parent Involvement

94.0% TARGET NOT MET

93.97%

% Parents Affirm Involvement

18,555 Respondents

92.5% of districts with 1+ responses

15.34%

Response Rate

OKLAHOMA Education

Parent Survey Q1-Q5

- I am considered an equal partner with teachers and other professionals in planning my child's education.

- Teachers encourage me to be involved in making decisions about my child's services.

- The school communicates with me regarding my child's progress on IEP goals.

- Administrators seek out parent input.

- *Fill in the blank:* _____ of my concerns and recommendations were addressed at this year's IEP meeting.

OKLAHOMA Education

Parent Survey Q6-Q8

- I was offered special assistance and support so that I could participate in the IEP meeting (e.g., interpreter, mutually agreed-upon scheduling, etc.).

- I have been given information about who to call if I am not satisfied with the services my child receives.

- The school offers parents a variety of ways to communicate with teachers and administrators.

OKLAHOMA Education

Discussion: Indicator 8

- What can the state and districts do to:
  - Increase response rates on the survey?
  - Improve district support for parental involvement?
    - Participation & engagement
    - Communication
    - Accommodations

OKLAHOMA
Education

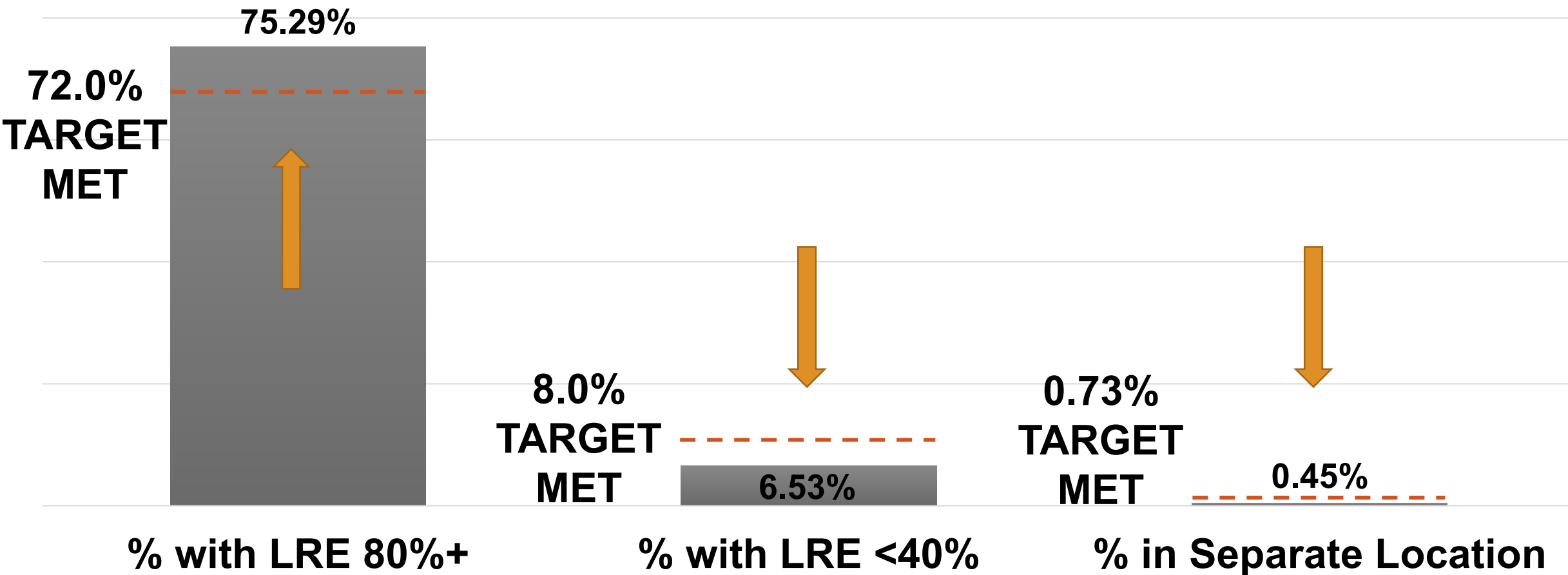# Indicator 5: Educational Setting

Questions addressed:

What percentage of the school day do students with IEPs (ages 5 in KG – 21) spend in the regular education setting?
  A. Greater than 80%
  B. Less than 40%
  C. In separate settings

Targets: set by state with community consultation

Source: prior year October 1 Child Count through EdPlan

OKLAHOMA
Education

5: Educational Setting

75.29%

72.0% TARGET MET

8.0% TARGET MET — 6.53%

0.73% TARGET MET — 0.45%

% with LRE 80%+   **% with LRE <40%**   **% in Separate Location**

OKLAHOMA Education

Indicator 4: Discrepant Discipline

Question addressed:

Are students with IEPs more or less likely than their peers to be suspended and/or expelled due to inappropriate policies, practices and/or procedures?

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

Targets: set by state and by OSEP as a compliance indicator

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

OKLAHOMA
Education

4: Discrepant Discipline

22.0%
TARGET MET
REPORTED AS N/A

22.2%

4A: % Districts with a Discipline Discrepancy

- 54 districts included in 4A target calculation.

- No districts identified as noncompliant in SY 22-23.

- **4B** target of 0% was met.

OKLAHOMA Education
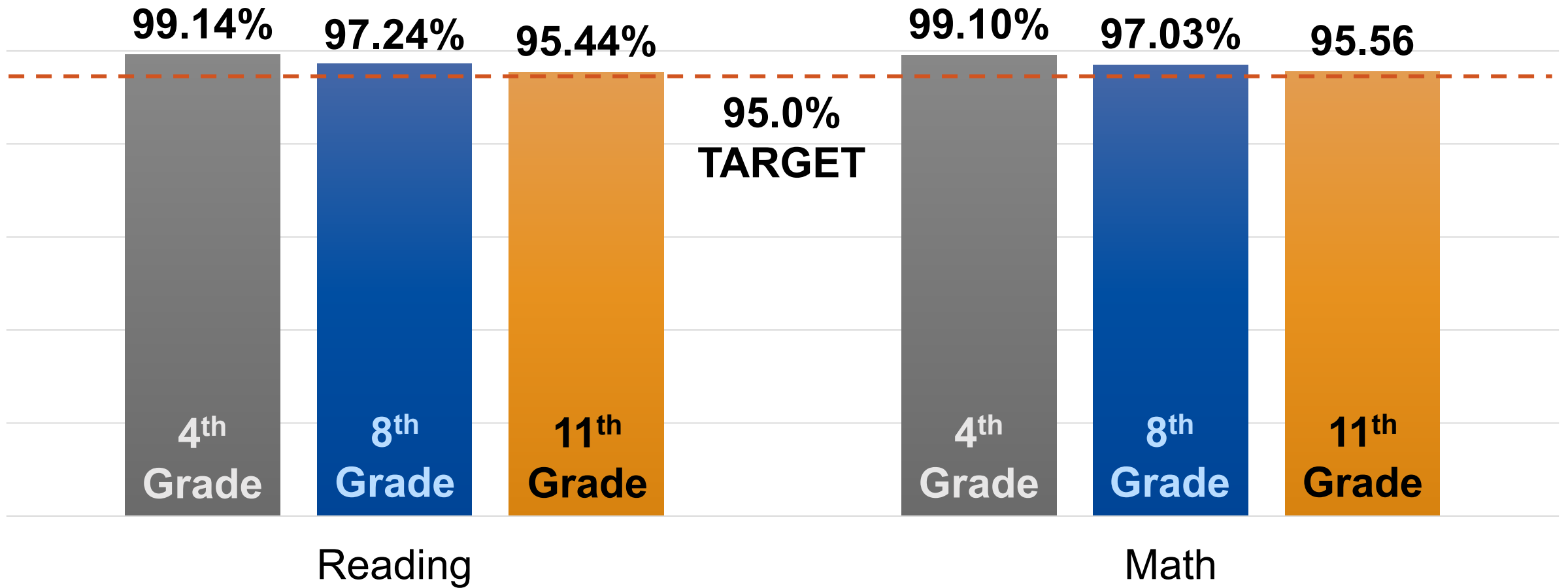
Indicator 3: Assessments

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

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

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

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

Targets: set by state with community consultation

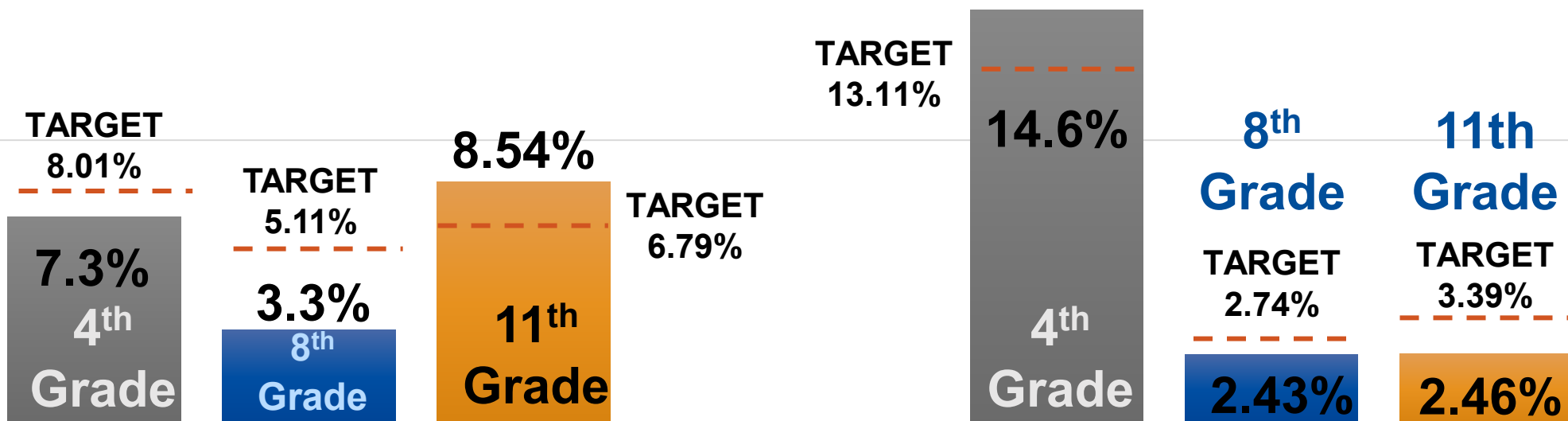Sources: Testing vendors and the Office of Accountability

OKLAHOMA
Education

3A: Participation Rates

99.14% 97.24% 95.44%   99.10% 97.03% 95.56

95.0% TARGET

4th Grade | 8th Grade | 11th Grade | 4th Grade | 8th Grade | 11th Grade

Reading

Math

OKLAHOMA Education

3B: General Assessment Proficiency

OKLAHOMA Education

3C: Alternate Assessment Proficiency

READING
NO TARGETS MET

MATH
ONE TARGET MET

Reading:
- 4th Grade: 19.07% (TARGET 30.96%)
- 8th Grade: 30.45% (TARGET 34.80%)
- 11th Grade: 32.8% (TARGET 44.31%)

Math:
- 4th Grade: 45.87% (TARGET 61.39%)
- 8th Grade: 16.65% (TARGET 16.61%)
- 11th Grade: 31.39% (TARGET 52.32%)

OKLAHOMA Education
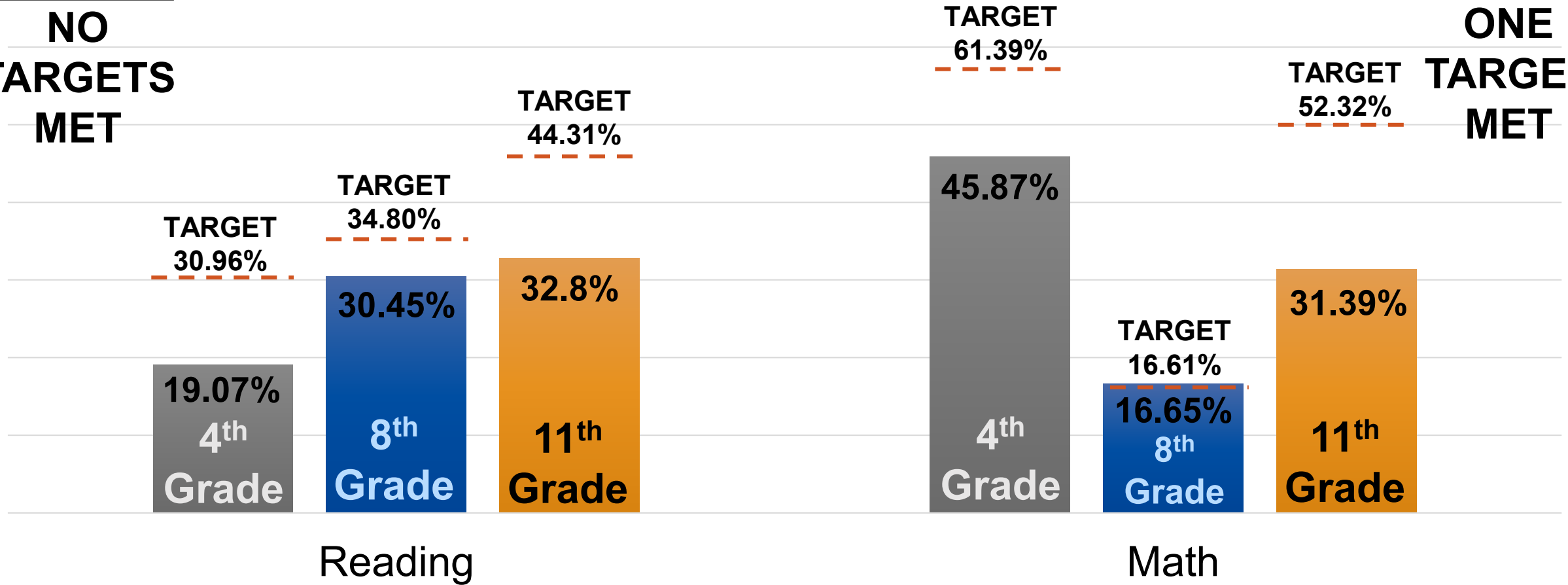
3D: Proficiency Gap on the General Assmt. (Gap between All Students and SWD)

ONE
TARGET MET

Reading

TARGET 13.27%
16.69% — 4th Grade

TARGET 17.45%
15.82% — 8th Grade

29.0% — 11th Grade
TARGET 22.48%

Math

TARGET 14.55%
20.20% — 4th Grade

TARGET 9.10%
12.04% — 8th Grade

15.36% — 11th Grade
TARGET 14.66%

OKLAHOMA Education
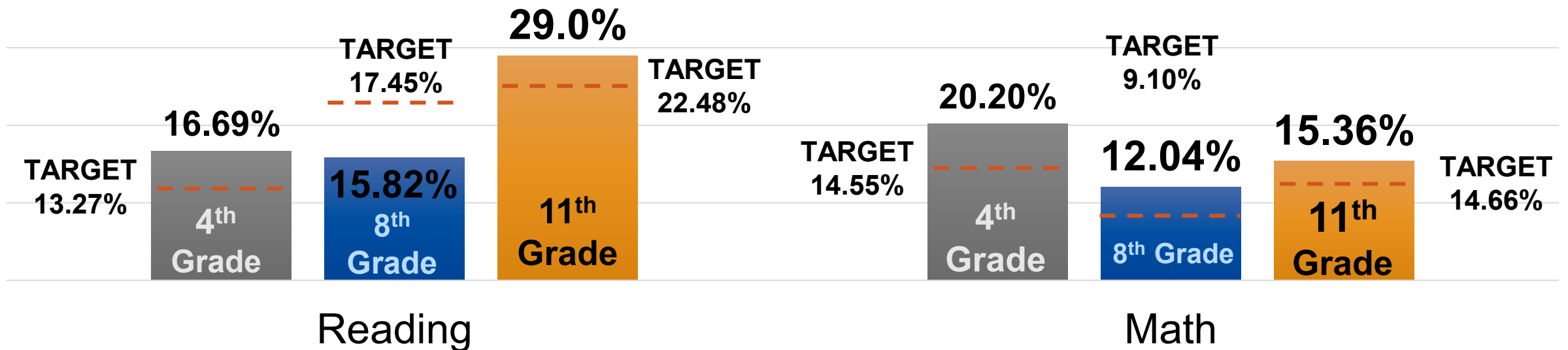
Discussion: Indicator 3

- What can the state do to support districts to improve assessment outcomes?

OKLAHOMA
Education

Priority Setting

Michelle Keiper, Chair

OKLAHOMA Education

Panel Priorities

- Family Involvement & Communication

- Behavior Management Training

- Staffing

OKLAHOMA
Education

Priority Setting

- Small Group Discussion
  - Divide into subcommittee workgroups to discuss selected priority.

- Large Group Discussion
  - Share ideas that were generated from small group discussions.

OKLAHOMA Education

Public Comment

Abby Johnson, Project Manager, Special Education Services

OKLAHOMA
Education

Public Comment Guidelines

- Comments are limited to no more than three minutes per individual or group.

- Comments are to be factual and objective. Avoid using names of students or school staff to maintain confidentiality and privacy standards.

- The input of individuals or groups making public comment will be taken under advisement as the Advisory Panel addresses priority issues.

- Advisory Panel members will listen to, but not address, comments during the public comment section.

OKLAHOMA Education

Closing

Meeting Schedule

- June 27, 2024

- September 12, 2024

- December 6, 2024