Welcome

Sherri Coats, Program Director, Office of Special Education Services

OKLAHOMA Education

Agenda

- 1:00 – 1:05 – Welcome – Sherri Coats, Program Director, Special Education Services
- 1:05 – 1:15 – Project 613 Update – Abby Johnson, Project Manager, Special Education Services
- 1:15 – 1:45 – IDEA Part B Grant Application – Sherri Coats, Program Director, Special Education Services
- 1:45 – 2:15 – Target Setting – Travis Thompson, Project Manager, Data
- 2:15 – 2:30 – Break
- 2:30 – 3:15 – SSIP / SPDG – Alexa Hudak, Program Manager, SSIP / SPDG
- 3:15 – 3:45 – Priority Workgroups / Survey Development – Abby Johnson and Michelle Keiper, Chair
- 3:45 – 3:55 – Public Comment
- 3:55 – 4:00 – Adjourn

SES Update – Project 613

- The Oklahoma State Department of Education – Office of Special Education Services (OSDESES) has implemented Project 613 to increase staff participation; **both special education and general education**, in professional development that improves outcomes for students with disabilities.
- An updated memorandum has been posted on our website and provided to District staff informing them of the change.

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Priority Workgroups / Survey Development

Michelle Keiper, Chair

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Family Involvement & Communication

- Improving the overall communication between parents/caregivers and school districts.
  - What is expected.
  - Progress of the individual.
  - How to navigate special education at each academic level.
  - Understanding their crucial role within the IEP Team.

Behavior Management Training

- Comprehensive training for both special education and regular education teachers in the strategies and techniques for effective behavior management.
  - Dysregulated Pre-K and Kindergarten students.
  - Supporting students with more significant behavior challenges.

Staffing

- The impact of school personnel shortages on services available to students with disabilities.
  - Appropriate professional development opportunities for general education and special education teachers.
  - Mentorship programs for new special education teachers.
  - Equipping general education classroom teachers to include students with varying disabilities.

Priority Workgroup Survey

- Parent Survey
- District Survey

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State Systemic Improvement Plan – Part B

Alexa Hudak, Program Manager, SSIP / SPDG

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State Systemic Improvement Plan- Part B

- The State Systemic Improvement Plan (SSIP) is part of OSEP's **Results-Driven Accountability (RDA) initiative** to improve results for **children with disabilities** by improving educational services, including special education and related services.
- The SSIP is included in the State Performance Plan/Annual Performance Report (SPP/APR) as Indicator 17.
- All states have an SSIP that addresses areas to improve results for students with disabilities.
- Oklahoma's SSIP is focused on K-3 students' early literacy outcomes, in low-performing schools as determined by the state's ESSA plan, for all school sites who educate students K-3 who have scored 0% proficiency for third-grade reading, as determined by the Office of Special Education Services.

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SSIP Goal

By FFY 2025, Oklahoma will see improved early literacy skills for K-3 students in targeted low-performing schools as identified by the state's ESSA plan.

- Targeting schools with 0% proficiency for students on IEPs, on the 3rd grade ELA assessment.

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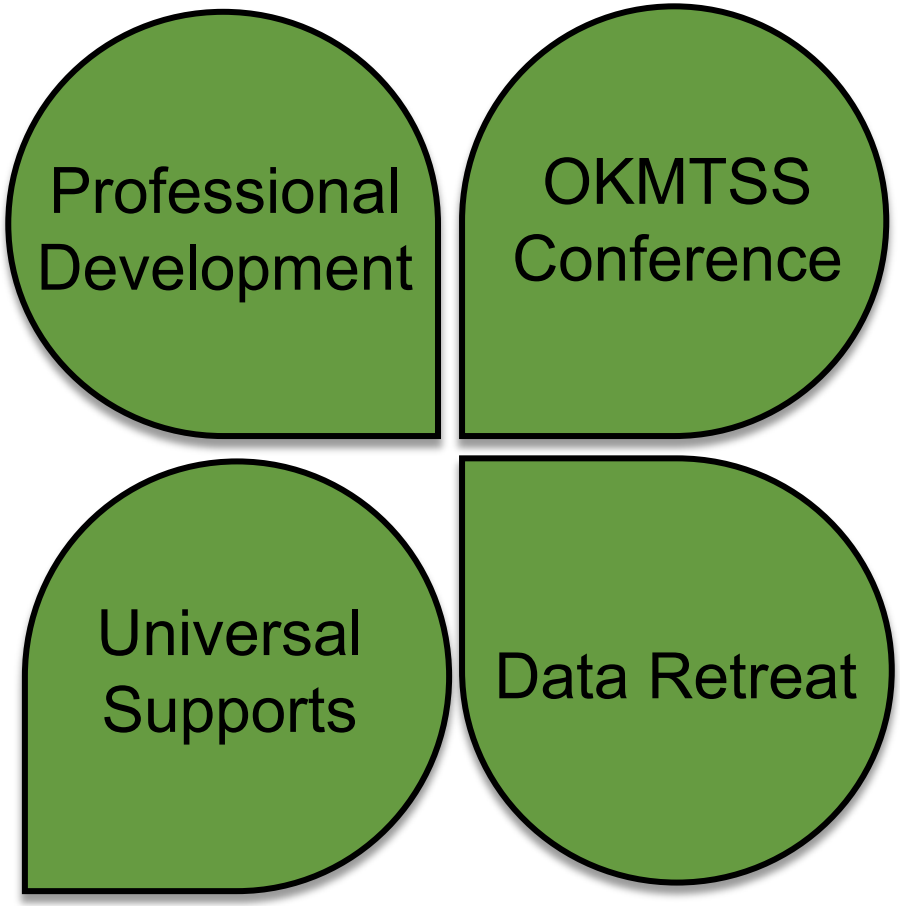
SSIP Tiered Supports Tier 1



Online library of evidence-based practices for tier 1 and intervention.

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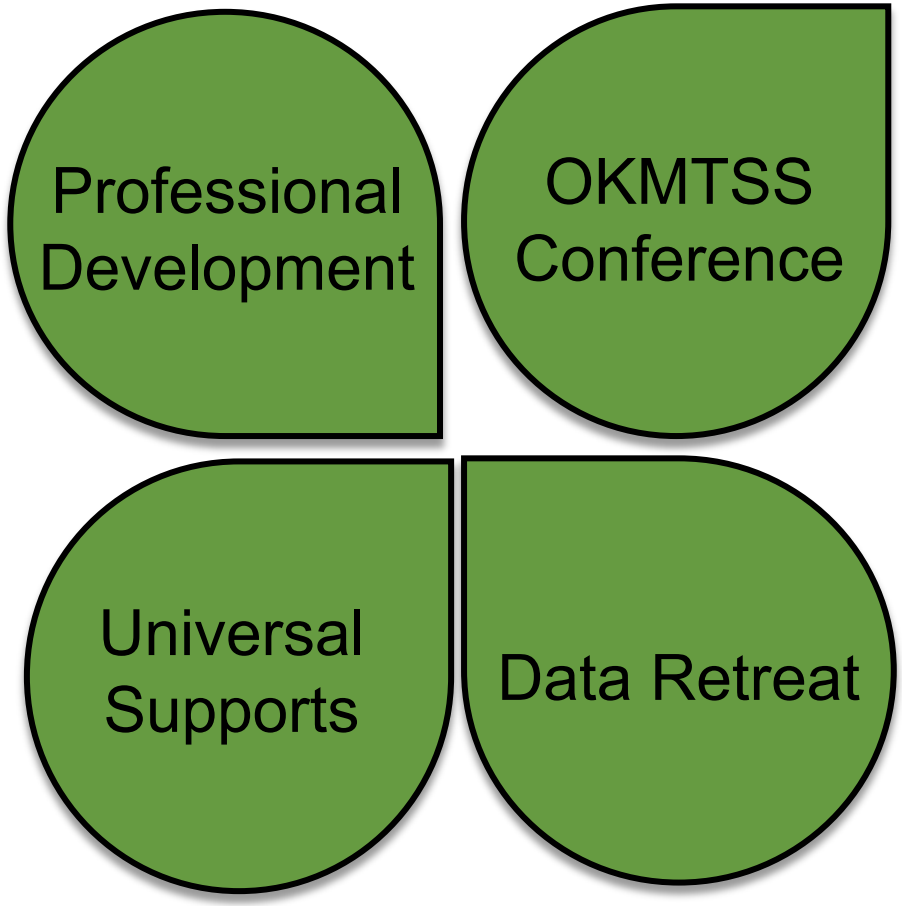
SSIP Tiered Supports Tier 1



Annual conference focused on early literacy. Community of practices focus on book and podcast studies.

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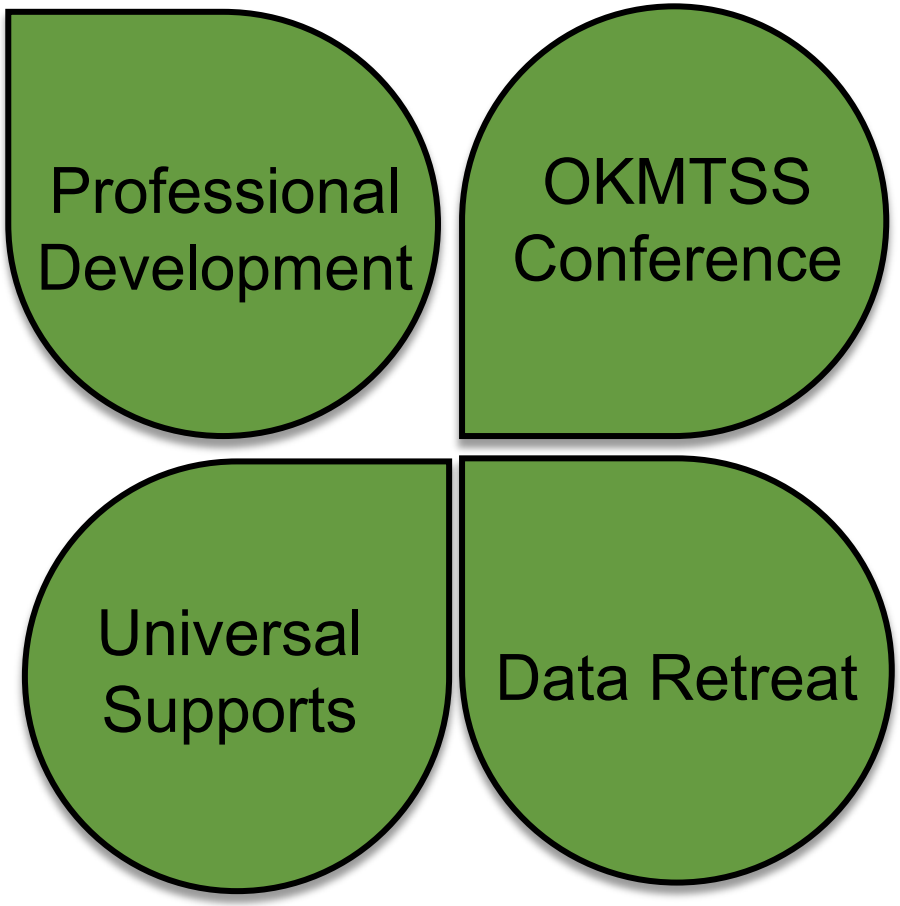
SSIP Tiered Supports Tier 1

Asynchronous and synchronous virtual events to support site collaboration regarding literacy implementation.



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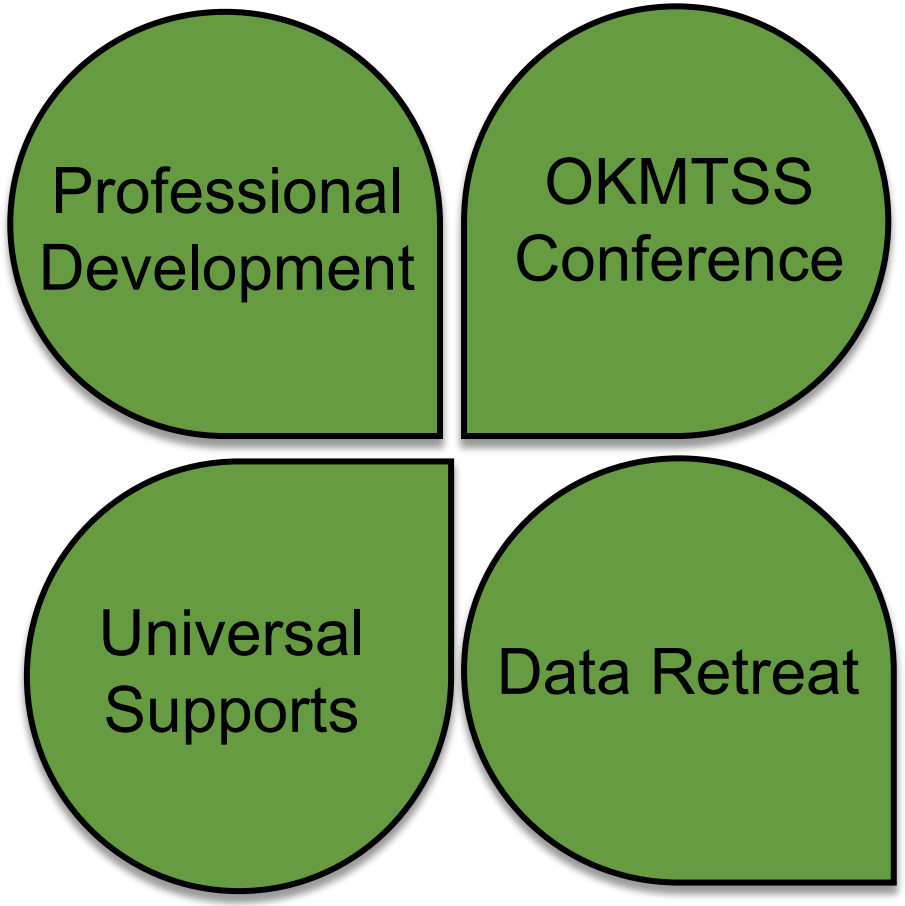
SSIP Tiered Supports Tier 1



Two-day retreat focused on root cause analysis, theory of action development, and action planning.

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SSIP Tiered Supports Tier 1

Asynchronous and synchronous virtual events to support site collaboration regarding literacy implementation.

Professional Development

OKMTSS Conference

Annual conference focused on early literacy. Community of practices focus on book and podcast studies.

Universal Supports

Online library of evidence-based practices for tier 1 and intervention.

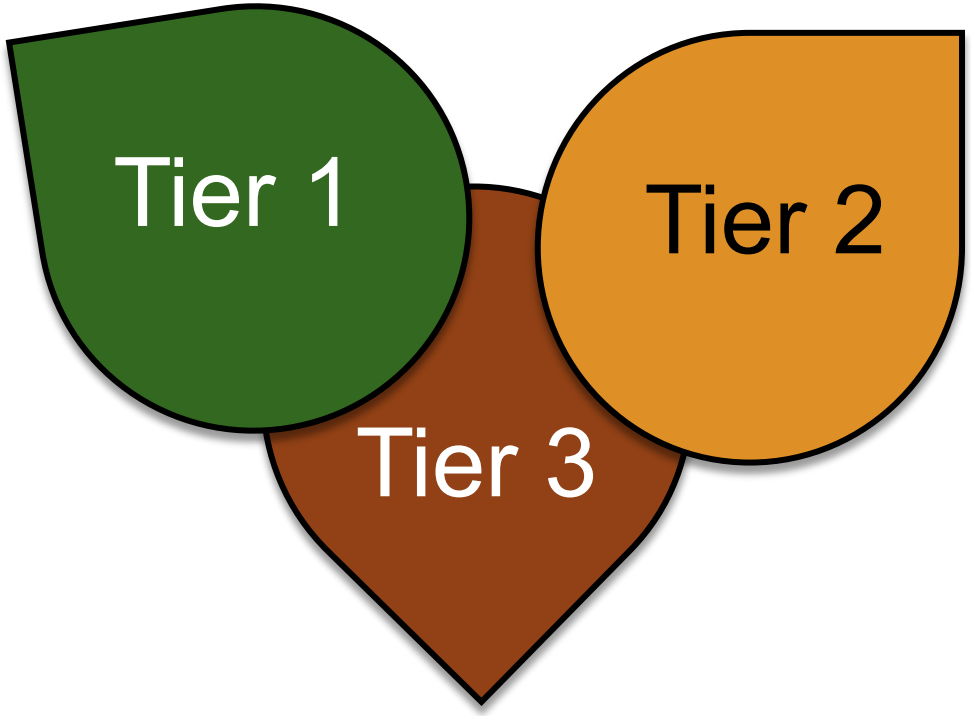
Data Retreat

Two-day retreat focused on root cause analysis, theory of action development, and action planning.

OKLAHOMA Education

Access for Each Tier of Support

Open to all educators in the state, no application required.



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Tier 1 Delivery

Professional Development

OKMTSS Conference

Universal Supports

Data Retreat

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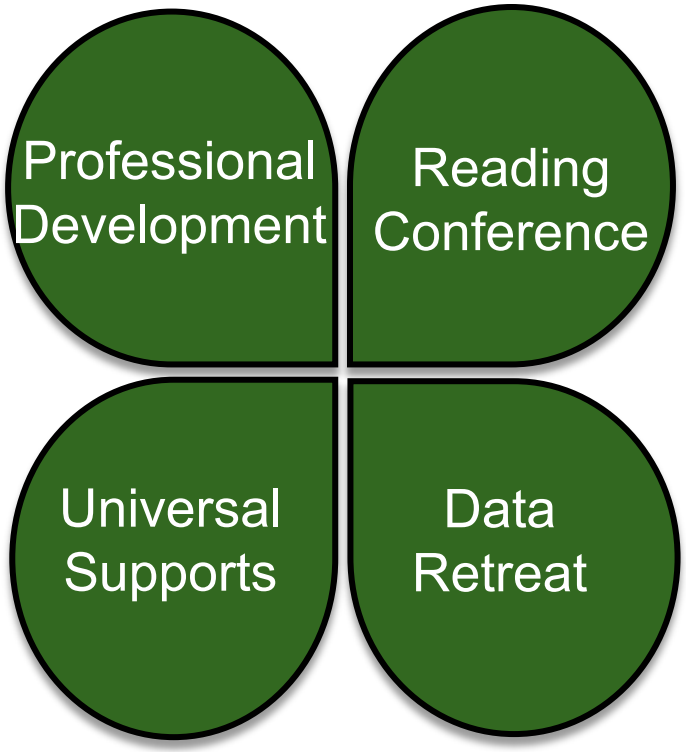
Objectives of Universal Supports



- Provide access to materials that support:
  - Evidence-based early literacy instructional practices
  - Sustainable teaming
  - Data-driven decision making
  - Continuous School Improvement

These materials are free access and can be downloaded for use.

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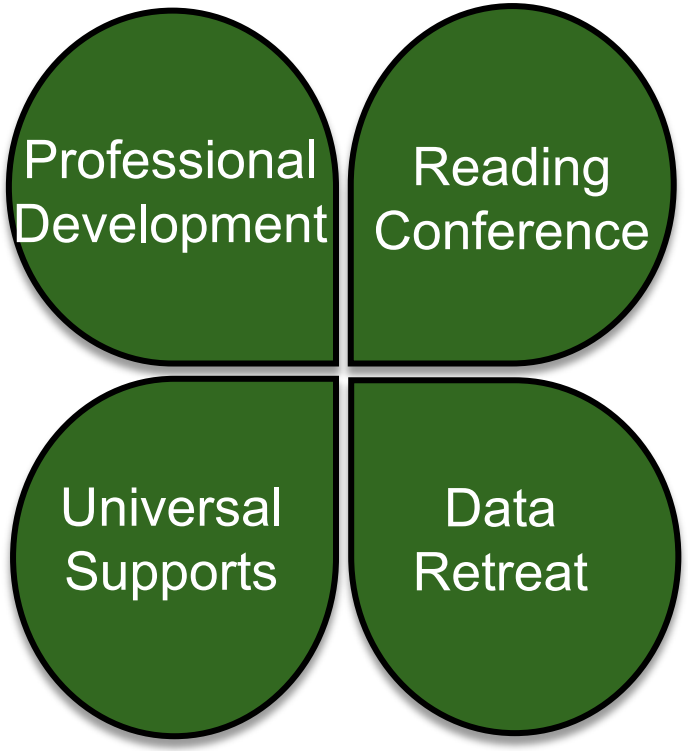
Objectives of the Professional Development Sequence



- Provide a comprehensive, explicit, sequence that supports educators in:
  - Background knowledge of topics related to K-3 students with disabilities
  - Background knowledge of supported evidence-based practices that support all students including students with disabilities
  - Understanding implementing protocols and interventions to support student growth
  - Implementing whole-school protocols to support change.

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Professional Development Content Areas

Year 1	Year 2	Year 3
• Universal Design for Learning • Accommodations & Modifications • Multi-tiered System of Supports (MTSS) Framework • Implementing Interventions • Instructional Coaching Practices • Oral Language Instruction • Phonology Instruction • Phonics Instruction • Word Study Instruction	• Recap • Fluency Instruction • Reading Comprehension Instruction • Implementation • Professional Learning Communities • Data Analysis • Unpacking Standards • Target Task Alignment	• Sustainable Leadership • Engaging Families • Data Driven Decisions • Plan of Improvements • A Whole School System • Classroom Management • Creating your instructional Playbook • Grouping students • Impactful Questioning • Early Writing Instruction

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Professional Development: Data Collection

- Content assessments (Pre & Post) for gained understanding.
- Implementation data regarding evidence-based practices used in the classroom.
- Professional development feedback regarding modules and synchronous events.

Professional Development: Enrollment

- The online platform (Canvas) will **begin in August 2025.**
- Educators intended to receive support:
  - General education teachers
  - Reading interventionists
  - Library media specialists
  - Special education teachers
  - Site instructional coaches
- **A high-percentage of educators at one site will ensure the site is selected to participate in the full sequence.**
- **Participants will begin with a quiz to ensure their site is appropriately using the sequence.**

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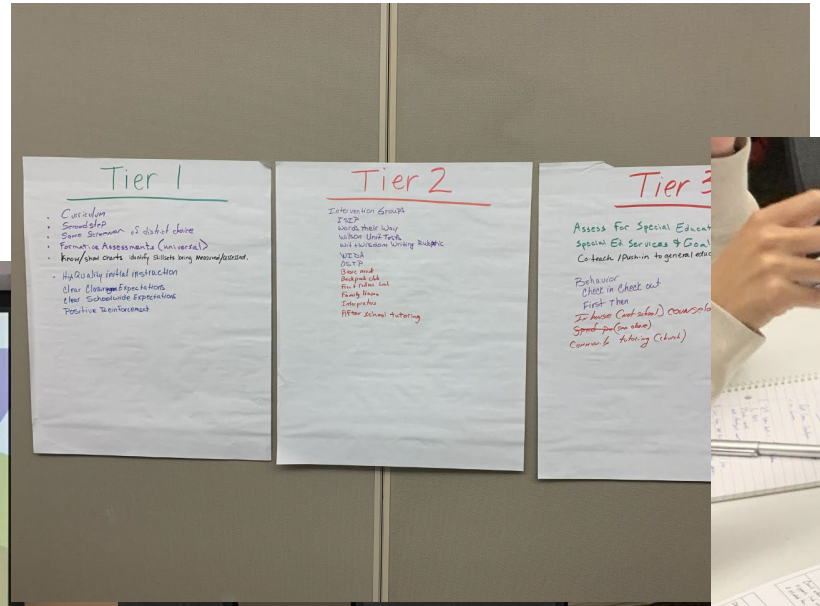
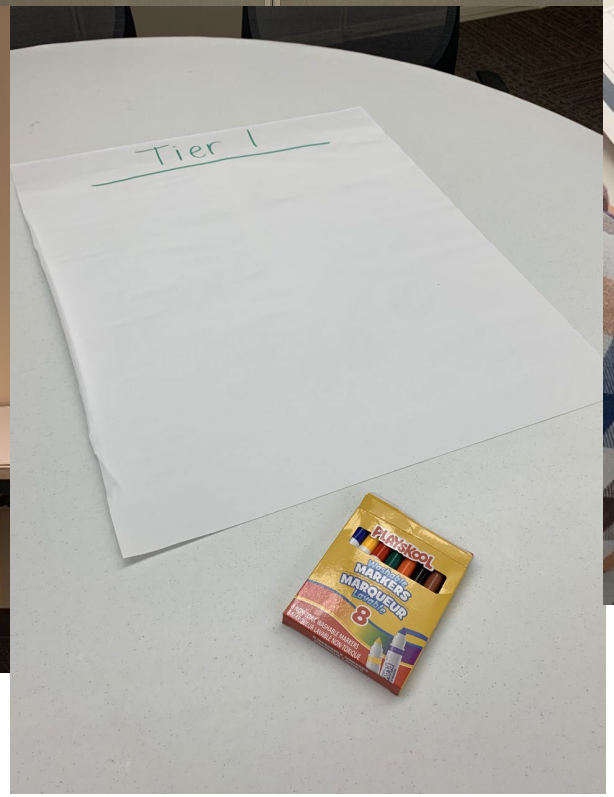
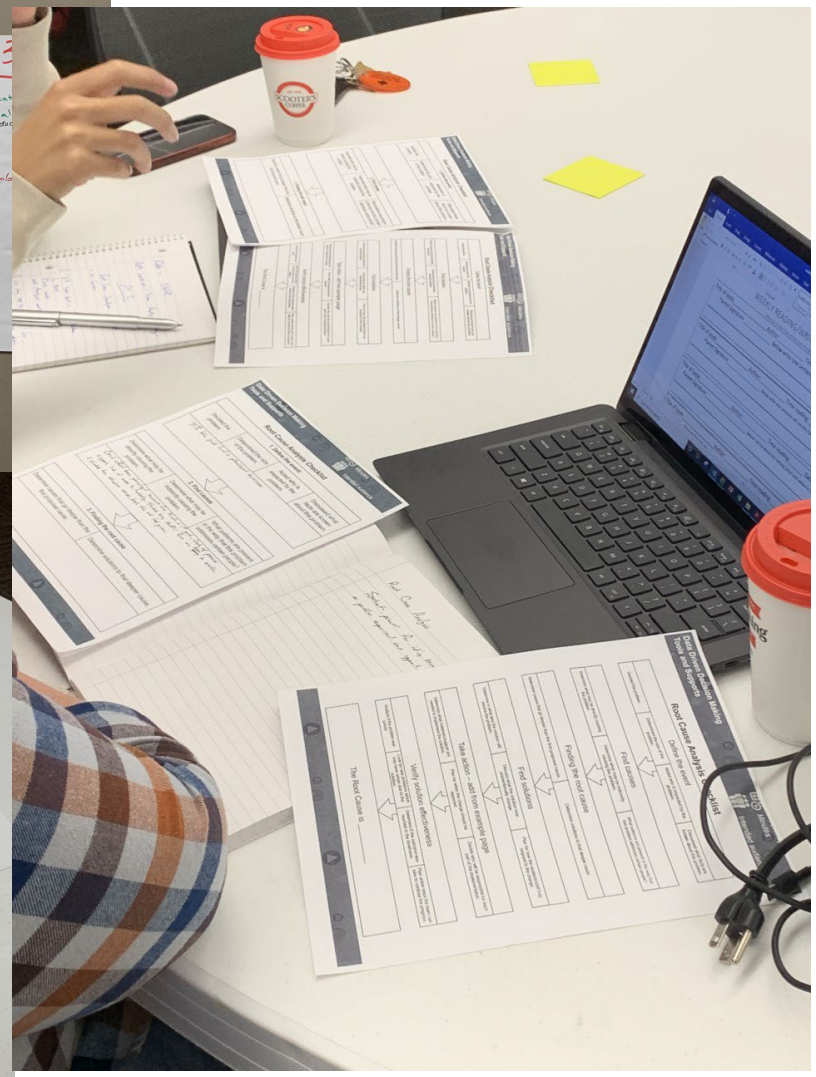
Data Retreat







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SSIP Tiered Supports Tier 2

Site created, MTSS focused, teams with site administration, K-3 educators, special education teachers, and parents.

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SSIP Tiered Supports Tier 2

Implementation focused, intentional effort to implement evidence-based instruction and intervention.

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SSIP Tiered Supports Tier 2

Paired professional development, complimentary of the professional development Tier 1 sequence.

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SSIP Tiered Supports Tier 2

Ongoing access to coaching and support through the development of tools.

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SSIP Tiered Supports Tier 2

Site created, MTSS focused, teams with site administration, K-3 educators, special education teachers, and parents.

Strategic Leadership Coaching

Continuous Support

Ongoing access to coaching and support through the development of tools.

Paired professional development, complimentary of the professional development Tier 1 sequence.

Leadership Professional Development

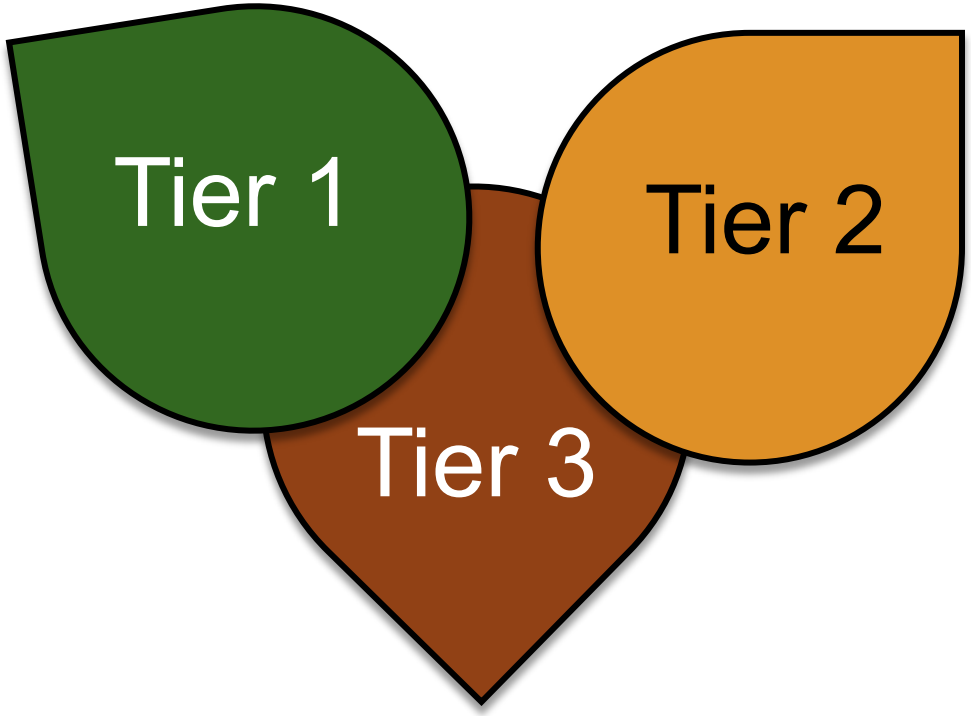
Site Specific Coaching

Implementation focused, intentional effort to implement evidence-based instruction and intervention.

OKLAHOMA Education

Access for Each Tier of Support

Open to all educators in the state, no application required.



Application in the spring 2025, for Cohort 2 to receive 3 years of coaching. (2025-2028)

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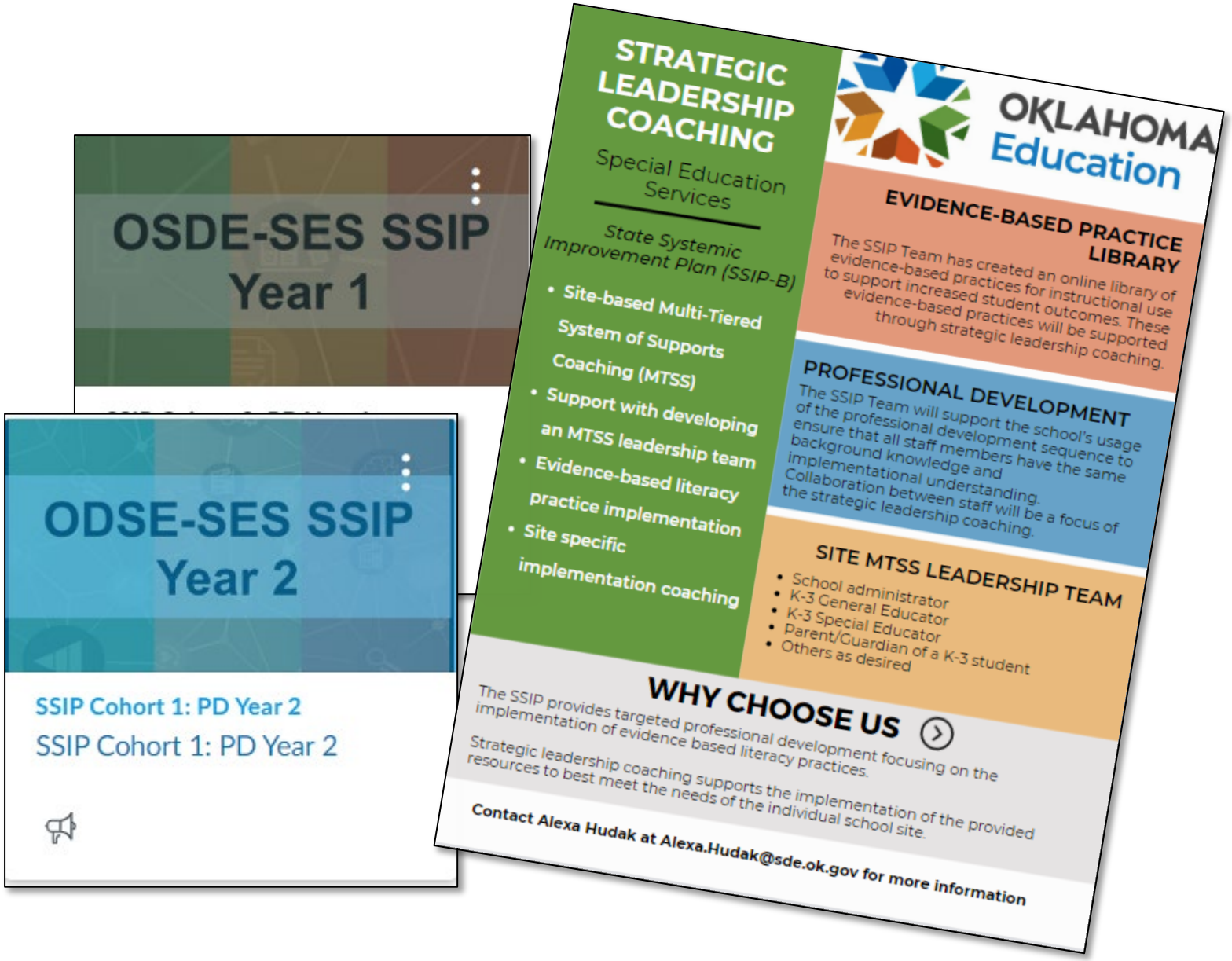
Tier 2 Delivery



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Objectives of the Strategic Leadership Coaching

- Provide a comprehensive, explicit, sequence that supports educators in:
  - Creating a site-based MTSS leadership team.
  - Support schools in implementing MTSS as related to early literacy outcomes.
  - Support leaders to use the materials provided in the SSIP to further implementation.

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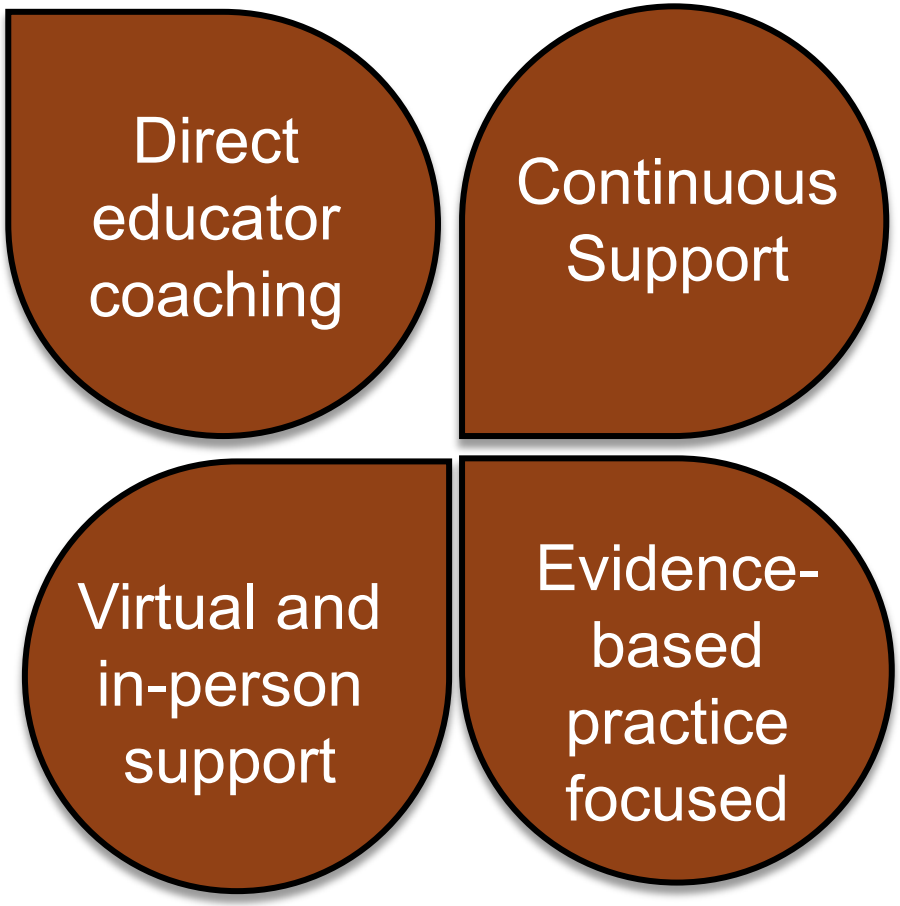
Professional Development Content Areas

Year 1	Year 2	Year 3
• Reading Tiered Fidelity Inventory • Agenda/IEP/ 504 Services • Systems Analysis • Resource Audit • “Train the Provider” • “Train the Provider” Fidelity & Integrity • Selecting tools and supports • Leveraging Leadership	• Agenda/ Scheduling • Low intensity vs. high intensity teaching • “More than Literacy” (Vocabulary) • DOK & Questioning • Alignment • Collaborative time beyond planning • DBI & Decision Rules • Task alignment & Generalization • Leveraging Leadership	• Written Procedure development

SSIP Tiered Supports Tier 3

K-3 educators, both general and special education, can apply for direct coaching.



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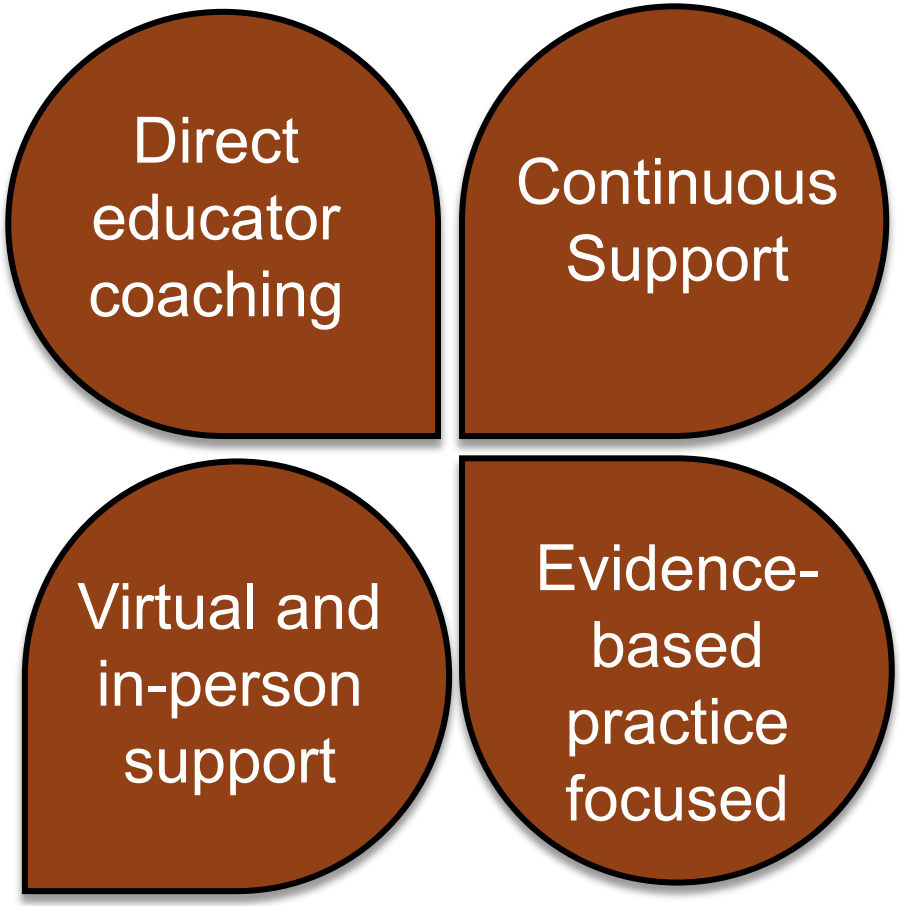
SSIP Tiered Supports Tier 3

Using Jim Knight's model of instructional coaching, participants will receive an hour a week of support.



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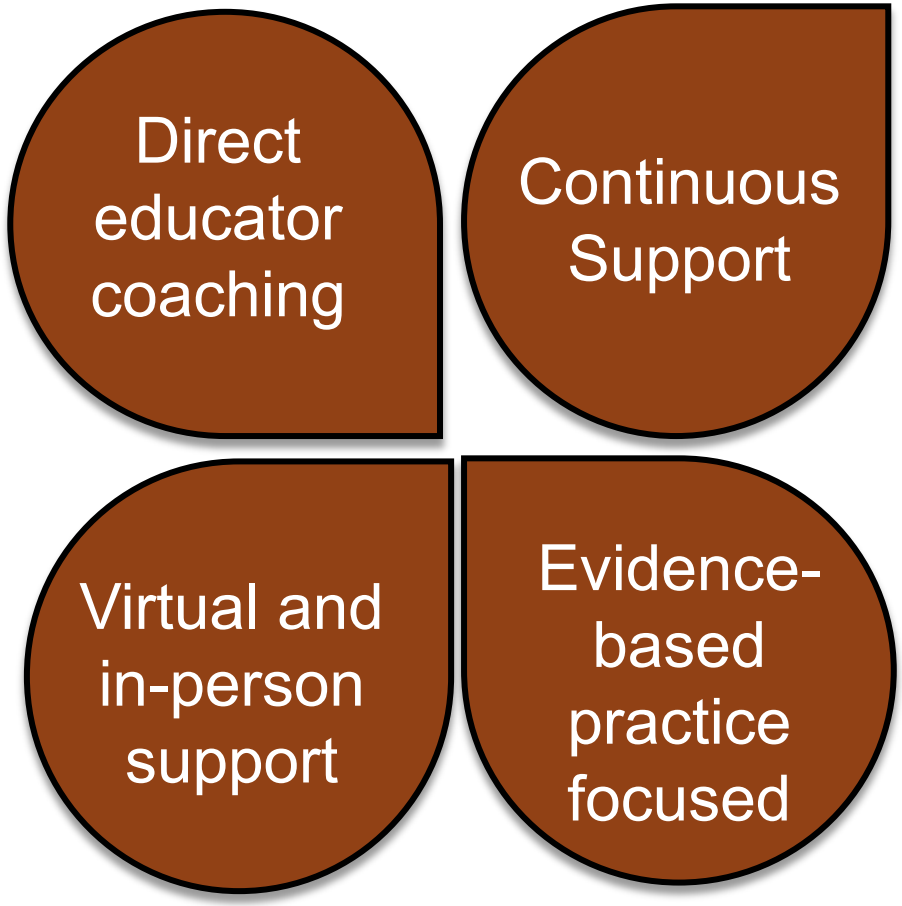

Ongoing access to coaching and support through the development of tools.

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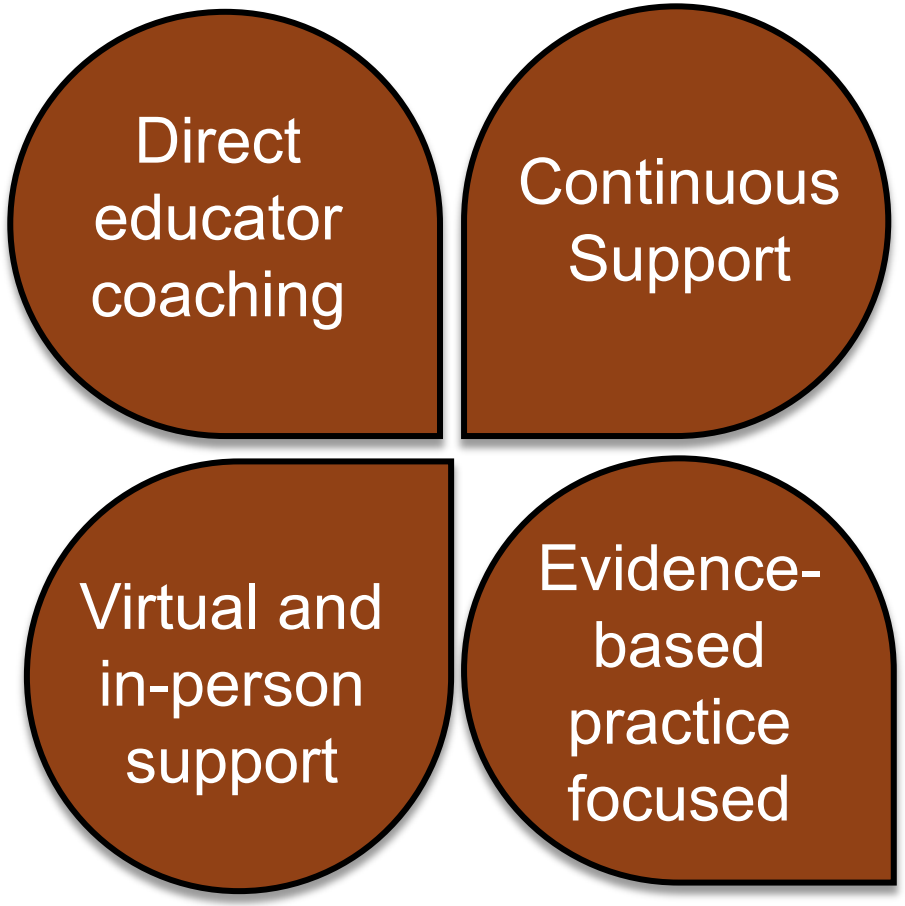

Implementation focused, intentional effort to implement evidence-based instruction and intervention.

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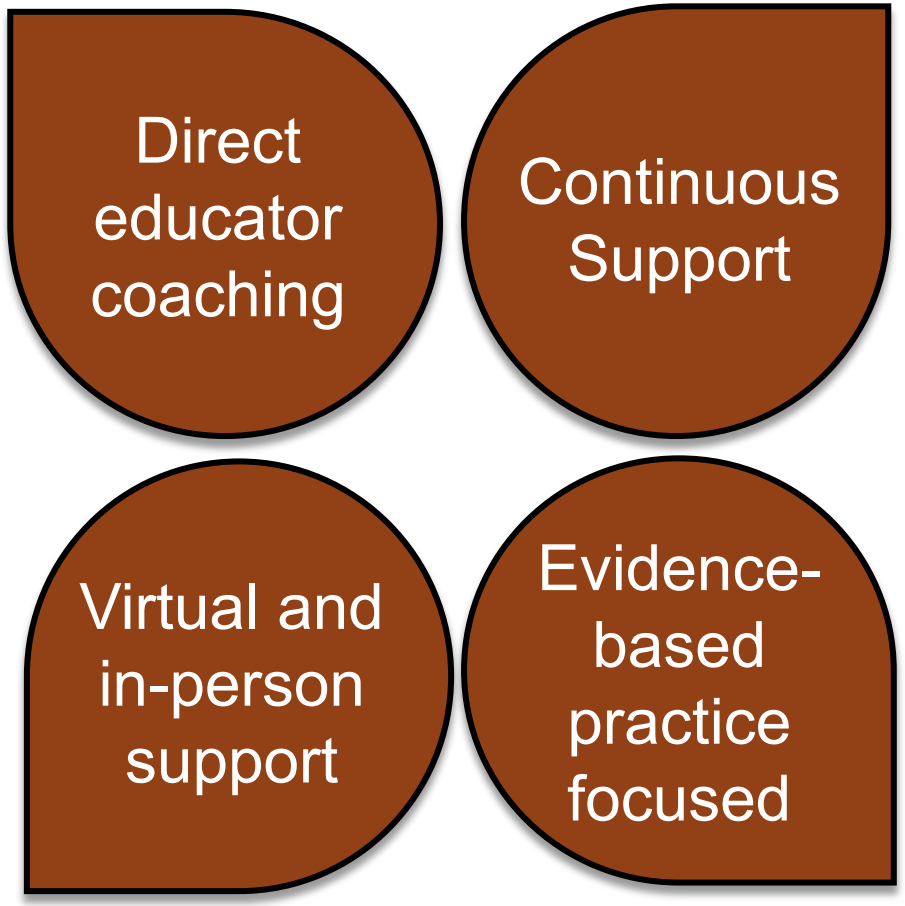

Ongoing access to coaching and support through the development of tools.

Implementation focused, intentional effort to implement evidence-based instruction and intervention.

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Access for Each Tier of Support

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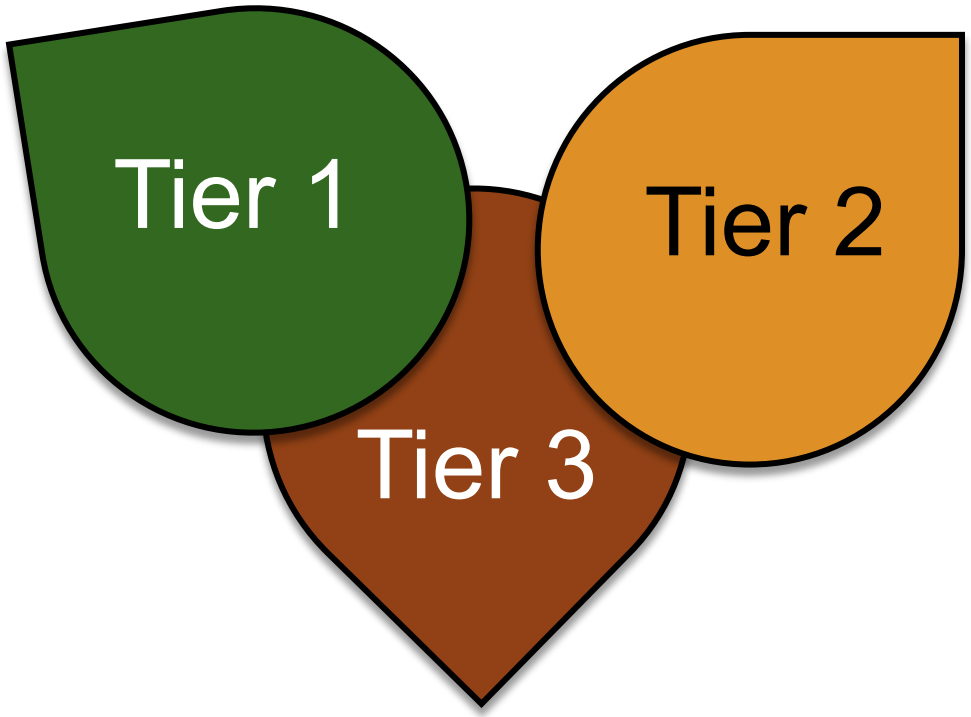

Application in the spring 2025, for Cohort 2 to receive 3 years of coaching. (2025-2028)

Application available in the spring of 2025 for 2.5 years of support 2025-2028

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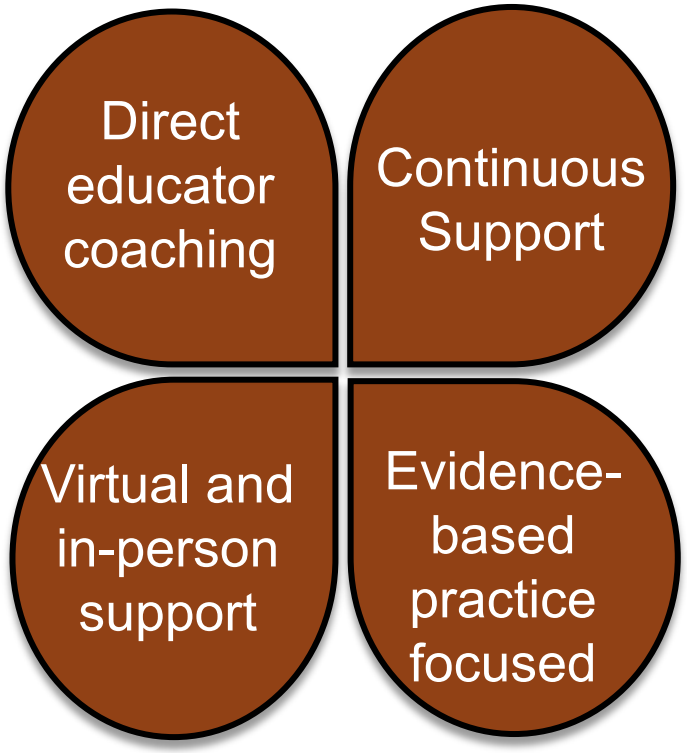
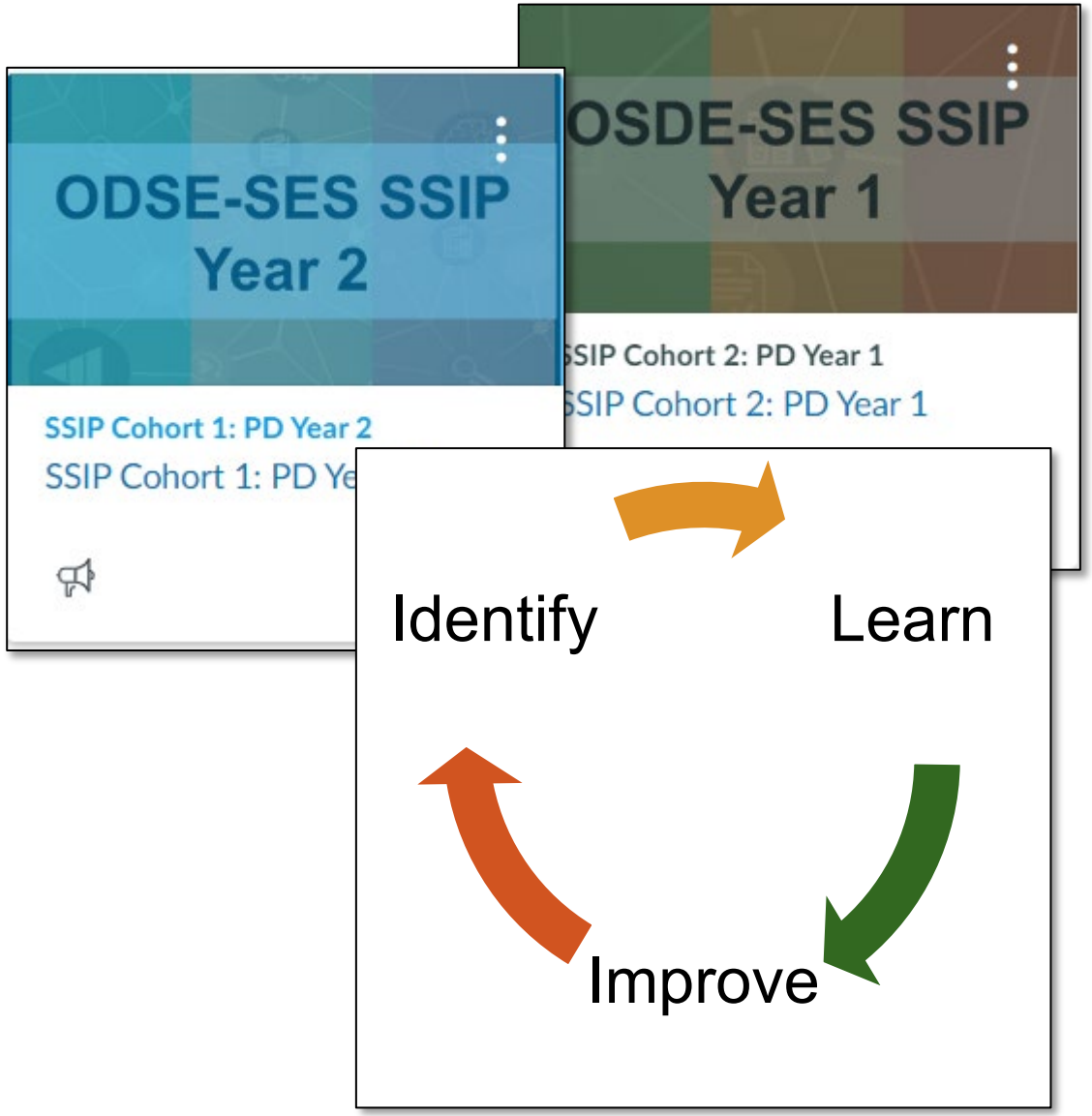
Tier 3 Delivery





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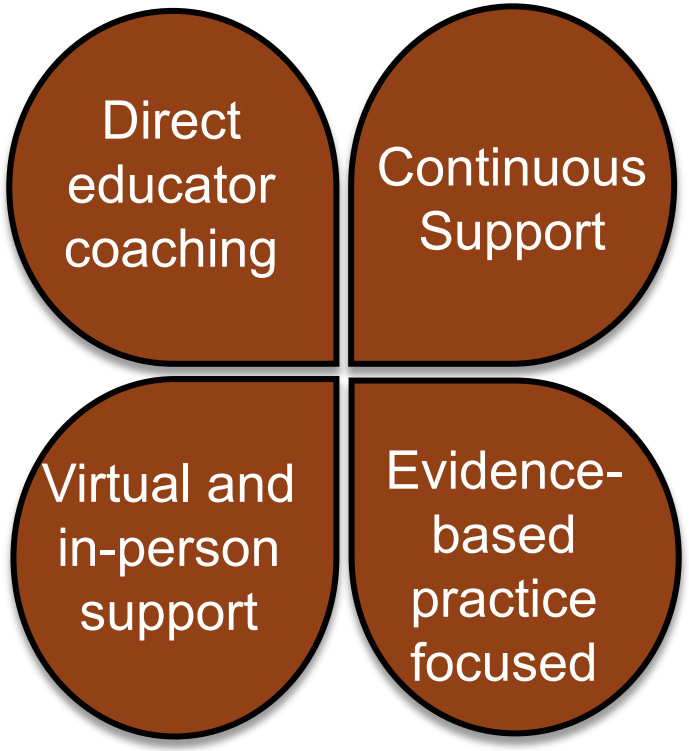
Objectives of Instructional Coaching



- Provide an individual, explicit, coaching cycle to support educators in:
  - Implementing evidence-based practices in their classroom.
  - Working collaboratively through a partnership that supports the educator's desired goals to support student achievement.
  - Celebrating student-oriented results and educator success.

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Instructional Coaching: Selection

- Applications will be available in **August 2025.**
- Our instructional coach will support **a total of 20-25 educators between 3 cohorts.**
- Educators intended to receive support:
  - General education teachers
  - Reading interventionists
  - Special education teachers
  - Site Instructional coaches
- **Preference for several coached educators at one site and must be concurrent in the professional development sequence.**

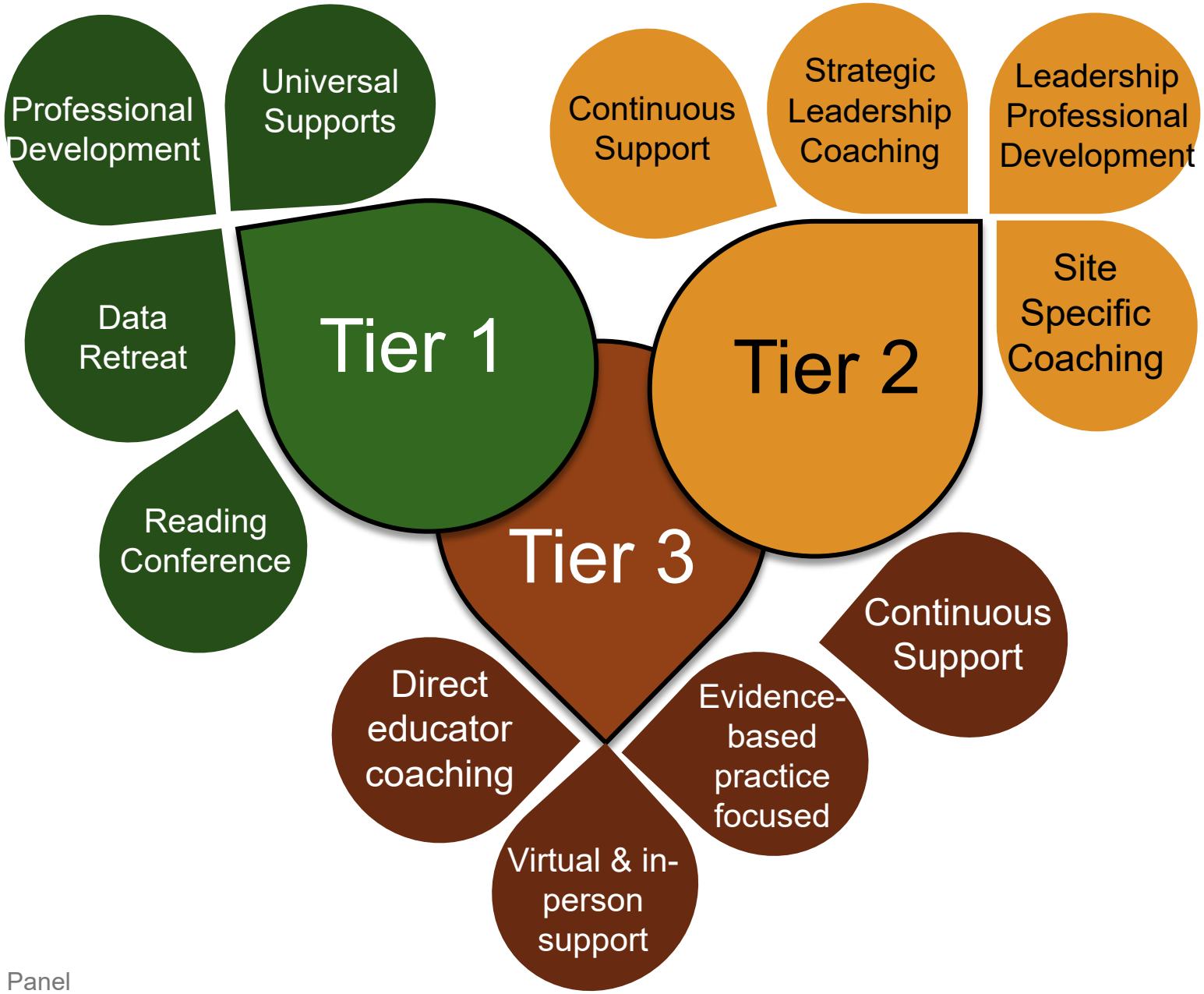
Instructional Coaching: Methods

- Our methods follow instructional coaching framework from Jim Knight.
  - Impact Cycle - The Impact Cycle is a process for helping teachers hit powerful goals through the stages of Identify, Learn, and Improve.
  - PEERS Goals - Powerful, Easy, Emotionally Compelling, Reachable, Student - Focused
  - Instructional Strategies / Playbook
  - Micro Cycles - Quicker cycles. Plan, Act, Reflect.

Instructional Coaching: Data Collection

- Data will be collected through:
  - Participant attendance
  - PEERS Goals – Quality and quantity.
    - Are we reaching the goal? How many goals are we reaching?
  - Impact Cycles – Quality and quantity
  - Formative assessment results
  - Progress monitoring
  - Feedback surveys

SSIP Supports



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Questions?

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More Information?

- Connect to our SSIP website!
  - Reach out to our team!

Alexa Hudak,
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Jasmin Brown
Project Manager
SSIP/SPDG
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(405) 522-0961

Nicole Herren
SSIP Instructional Coach
Nicole.Herren@sde.ok.gov
405-521-4867

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State Personnel Development Grant IV

Cohort 2:

School Year 2025-2027

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State Personnel Development Grant IV

- The Oklahoma State Personnel Development Grant (OK-SPDG) provides support for the implementation of OKMTSS through three levels of services.
- The OK-SPDG develops and makes freely available implementation tools and resources and asynchronous professional development opportunities.
- At a limited capacity, OK-SPDG provides support through synchronous/virtual workshops and professional development sessions.
- At the highest level of support, OK-SPDG provides direct implementation coaching support to district teams and their school sites. Interested districts are selected for this support through an objective application process.

SPDG Website

SPDG MTSS Online Course

Click Here To Enroll In The Course

SPDG Supports:

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Free & Accessible Resources

- OSDE Connect
  - SPDG OKMTSS Implementation Course
  - Tiered Math Implementation Course
  - Tiered Behavior Implementation Course
  - Applied Behavior Analysis Course
- OKMTSS Conferences (Winter & Summer)
- OKMTSS Implementation Guides (Coming Soon!)
- OKMTSS Communities of Practice (Monthly, Virtual)

SPDG OKMTSS Implementation Course

- Approximately 15 hours of Implementation guidance and action steps to build an MTSS system at your District
- Self-Coached materials
- Communities of Practice supporting the ongoing learning

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Tiered Math Implementation Course

- Course developed to specifically target OKMTSS related math implementation.
- Approximately 15 hours of monthly self-guided coaching.
- Resources embedded and aligned with OSDE.

Tiered Behavior Implementation Course

- Course developed to specifically target OKMTSS related behavior implementation.
- Approximately 15 hours of monthly self-guided coaching.
- Resources embedded and aligned with OSDE.

Applied Behavior Analysis Course

- Supportive course for Functional Behavior Analysis (FBA) and Behavior Intervention Plans (BIP).
- Data-based collection methods.
- Approximately 25+ hours of content and quizzes.

OKMTSS Conferences (Winter & Summer)

- Conferences in January and June of each calendar year to support ongoing OKMTSS implementation.
- Virtual are available as well.
- Demonstration sites support the presentations and school panels.

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OKMTSS Implementation Guides

- Documents describing OKMTSS and supportive tools to advise schools in implementation.

Application-Based Resources

- District/Site level OKMTSS Implementation Coaching
  - Aligned Professional Development (approximately 1 hour per month)
  - Monthly meetings (Approximately 2 hours per month)
  - Action planning (Approximately 10-15 hours per month)
  - Communities of Practice (Virtually 45 minutes per month)
- Data Retreat- Systemic Data Analysis
- Summer and Winter OKMTSS Conference Attendance

Benefits of Participation

- With two years of targeted systems level coaching, schools can expect to have improved action plans that can guide them in building high-quality MTSS systems within 2 years.
- A $5,000 stipend for personnel who are working to accomplish the action items.

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Anticipated Requirements SY25-26

School Year 2025-2026	Actions
June 2025	*Optional* OKMTSS Summer Conference
July 2025	OKC Onboarding Event (District Leads)
Monthly from August-May	• Professional Development Asynchronous Modules (approximately 1 hour per month) • On-Site District Coaching (approximately 2 hours per month) • Action Items to complete (approximately 10-15 hours per month) • Monthly Communities of Practice (Virtual 45 minutes per month)
September 2025	Regional Data Retreat
December 2025	Feedback Surveys & Data Submission
January 2026	Winter OKMTSS Conference
May 2026	Feedback Surveys & Data Submission

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Anticipated Requirements SY26-27

School Year 2026-2027	Actions
June 2026	Required OKMTSS Summer Conference
July 2026	OKC Re-Engage Event (Site Leads)
Monthly from August-May	• Professional Development Asynchronous Modules (approximately 1 hour per month) • On-Site District Coaching (approximately 2 hours per month) • Action Items to complete (approximately 10-15 hours per month) • Monthly Communities of Practice (Virtual 45 minutes per month)
September 2026	Regional Data Retreat
December 2026	Feedback Surveys & Data Submission
January 2027	Winter OKMTSS Conference
May 2027	Feedback Surveys & Data Submission

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Application Deadlines

January 6, 2025	March 7, 2025	March 24 - April 30, 2025	May 16, 2025
Applications Open	Applications Due	On-Site Tours and Interviews	Selected Districts Notified

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Seeking Demonstration Districts!

- Successful with OKMTSS? Want to support our targeted schools?
- Reach out to Alexa.Hudak@sde.ok.gov for more information about how to become a partnered demonstration district.

Questions?

OKLAHOMA Education

More Information?

- Connect to our SPDG website!
  - Reach out to our team!

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MTSS Specialist
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IDEA Part B Grant Application

Sherri Coats, Program Director, Special Education Services

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IDEA B Grant Application

- Due May 21, 2025
  - Assurances
  - Budget Application
- Public Comment for 60 days before submission
  - Available March 16, 2025 on the OSDE Website

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IDEA Formula Grant 2024

- $181,690,015 (Ages 6-22)
- $4,089,078 (Preschool)
- Divided Three Ways
  - Administration (limited)
  - State Level Activities (limited)
  - Flow Through

Budget FFY 2024 (24-25)

- Administration $3,666,760 (max)
- State Level Activities $20,435,979
- Flow Through to Districts $157,587,276

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Required State Level Activities

- $389,642 Monitoring, enforcement, and complaint investigation
- $632,440 Establish and implement the mediation process, including providing for the cost of mediators and support personnel.
- $2,500,000 High Needs Fund

Optional State Level Activities

- $189,000 Support and direct services, including technical assistance, personnel preparation, and professional development and training
- $280,000 Assist local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services for children with disabilities
- $971,233 Assist local educational agencies in meeting personnel shortages
- $5,704,185 Support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities

Optional State Level Activities - 2

- $5,000,000 Support paperwork reduction activities, including expanding the use of technology in the IEP process
- $608,000 Improve the use of technology in the classroom by children with disabilities to enhance learning
- $407,000 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
- $2,000,000 Development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children with disabilities to postsecondary activities
- $10,000 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

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Optional State Level Activities - 3

- $1,600,000 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
- $100,000 Provide technical assistance to schools and LEAs, and direct services, including direct student services 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 based on the challenging academic standards

OKLAHOMA Education

Application Submission

- May 21, 2025
- Public Comment for 60 days prior to submission
- Public Comment open March 16th

Proposed IDEA Budget FFY 2025

- Total Projected $181,770,478
- Administration $3,782,701 (max)
- State Level Activities $20,400,500
- Flow Through to Districts $157,641,277

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Target Setting

Travis Thompson, Project Manager, Data

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Summary

- Methodology Changes
  - Graduation/Dropout
  - Revised Thresholds for determining proficiency on statewide assessments relating to indicators 3B and 3D

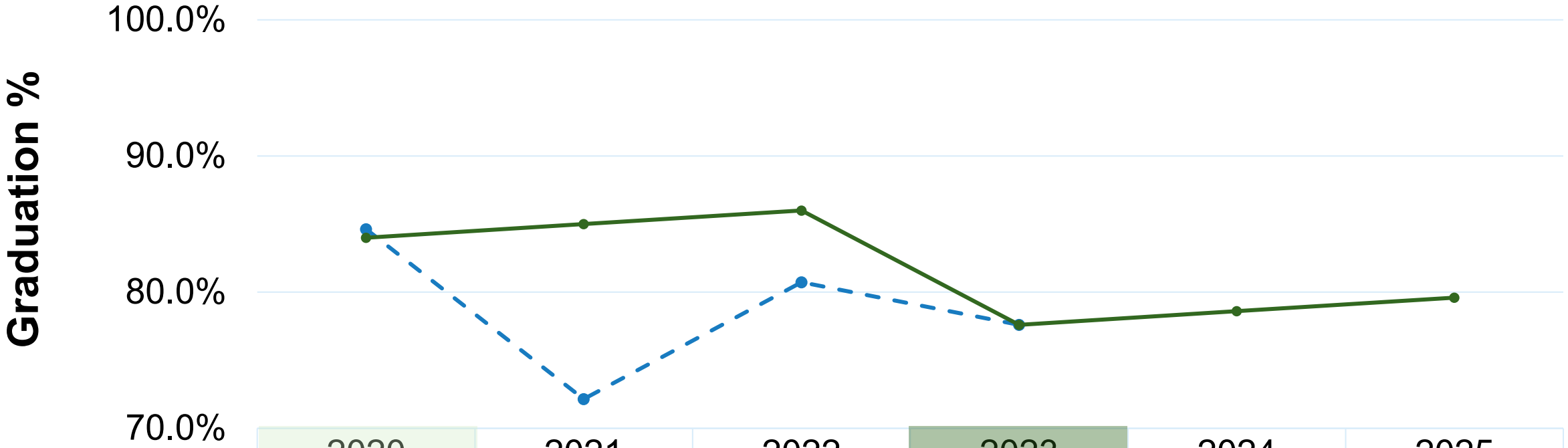
- Performance Indicators
  - Changing baselines: 1, 2, 3B, 3D

- Note: Target dates are for the Federal Fiscal Year (FFY). FFYs are one year behind a school year.

Indicators 1 & 2 Recommendations

- Reason for the change:
  - Students receiving alternate diplomas increased significantly SY2023 reporting period.
- Final year targets: 79.6% (Graduation) and 20.3% (Dropout)
  - Interaction with dropout: the two must add to about 99.9%
  - Want to ensure that if we meet one target, we meet the other
- Methodology:
  - Incremental improvements of 1% annually

Indicator 1: Data & Targets



	2020	2021	2022	2023	2024	2025
Grad Rate	84.63%	72.15%	80.73%	77.60%		
Target	84.00%	85.00%	86.00%	77.60%	78.60%	79.60%

Old Baseline

New Baseline

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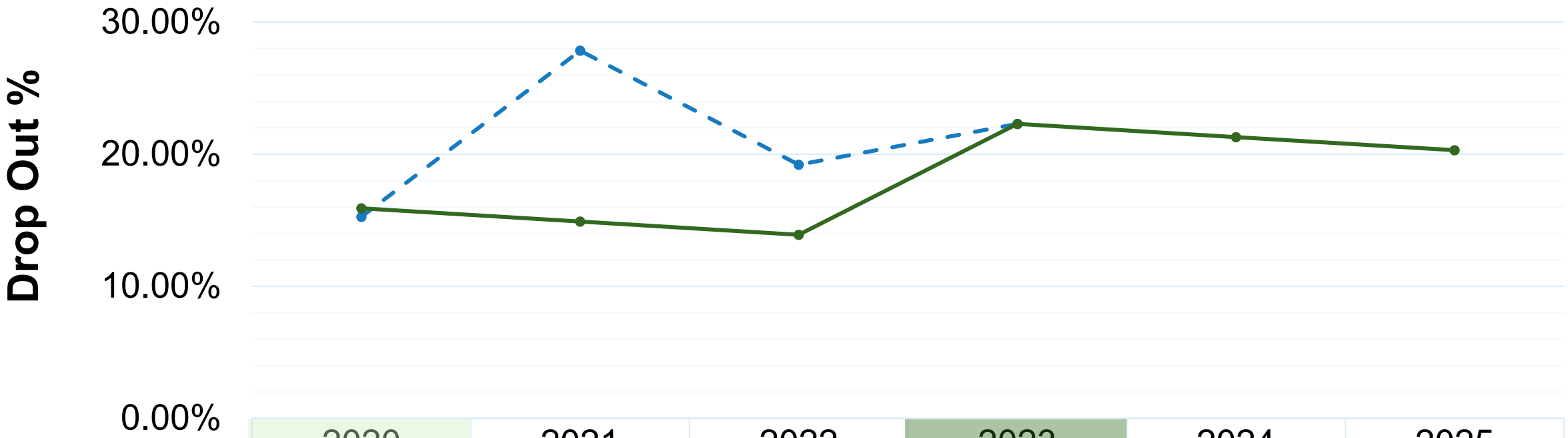
Indicator 2: Data & Targets



	2020	2021	2022	2023	2024	2025
Dropout Rate	15.26%	27.84%	19.21%	22.30%		
Target	15.90%	14.90%	13.90%	22.30%	21.30%	20.30%

Old Baseline

New Baseline

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Indicator 3B Recommendation

- Reason for change: Through statistical analysis of how proficiency was measured, scores to determine proficiency were lowered in SY2023.
- 2024-2025 targets:
  - Each new target is increased by 7 percentage points from the previous year
  - Grades 4 & 8 in each subject area will have its own target line
- Methodology:
  - Set 5% annual improvement over prior year
  - Followed methodology from initial target setting cycle in 2020

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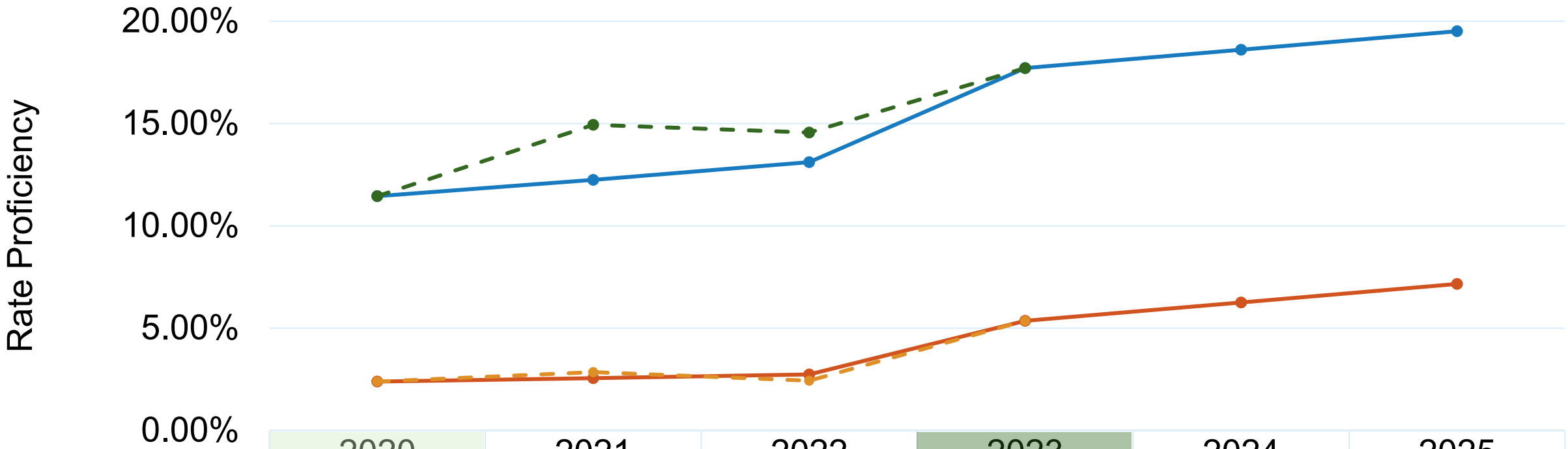
3B: Data for Proficiency/Grade-level Standards, Math



	2020	2021	2022	2023	2024	2025
4th Target	11.45%	12.25%	13.11%	17.71%	18.61%	19.51%
4th Scores	11.45%	14.94%	14.56%	17.71%		
8th Target	2.39%	2.56%	2.74%	5.36%	6.26%	7.16%
8th Scores	2.39%	2.85%	2.43%	5.36%		

Old Baselines New Baselines

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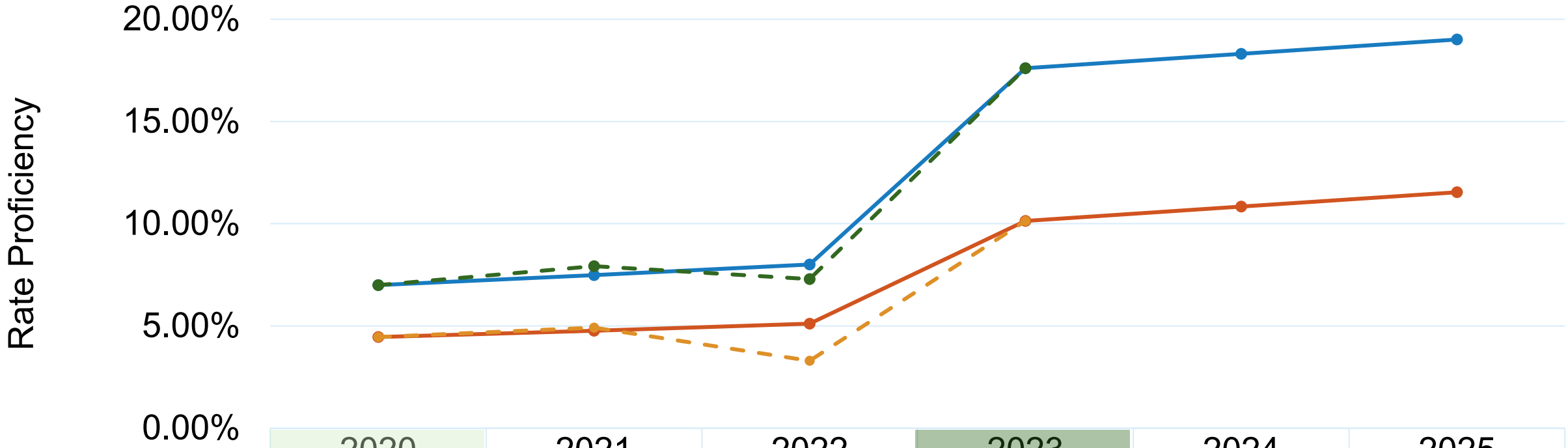
3B: Data for Proficiency/Grade-level Standards, Reading



	2020	2021	2022	2023	2024	2025
4th Target	7.00%	7.49%	8.01%	17.61%	18.31%	19.01%
4th Scores	7.00%	7.93%	7.29%	17.61%		
8th Target	4.46%	4.77%	5.11%	10.14%	10.84%	11.54%
8th Scores	4.46%	4.92%	3.30%	10.14%		

Old Baselines

New Baselines

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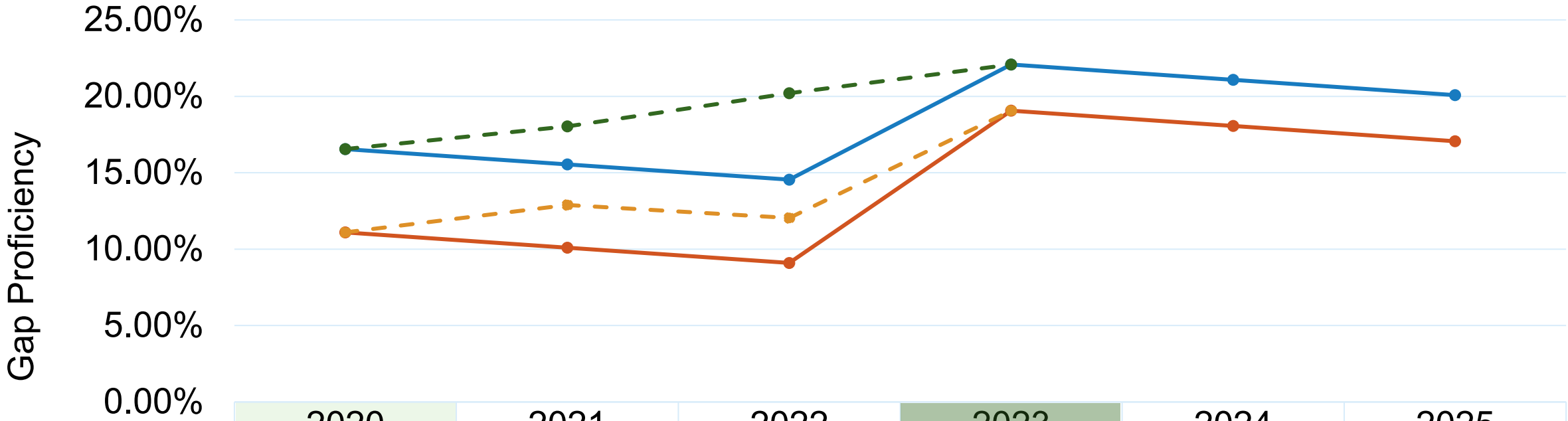
Indicator 3D Recommendations

- Final year targets:
  - Each final target is 2 percentage points lower than new baseline
  - Grades 4 & 8 in each subject area will have its own target line
- Methodology:
  - Annual 1 percentage point improvement over prior year
  - Followed methodology from initial target setting cycle in 2020
- Challenge:
  - If both students with disabilities and those without improve levels of proficiency, gap may not decrease

3D: Data for Gap in Math Grade-level Standard Achievement, SWD v All Students



	2020	2021	2022	2023	2024	2025
4th Target	16.55%	15.55%	14.55%	22.08%	21.08%	20.08%
4th Scores	16.55%	18.03%	20.20%	22.08%		
8th Target	11.10%	10.10%	9.10%	19.06%	18.06%	17.06%
8th Score	11.10%	12.89%	12.04%	19.06%		

Old Baselines

New Baselines

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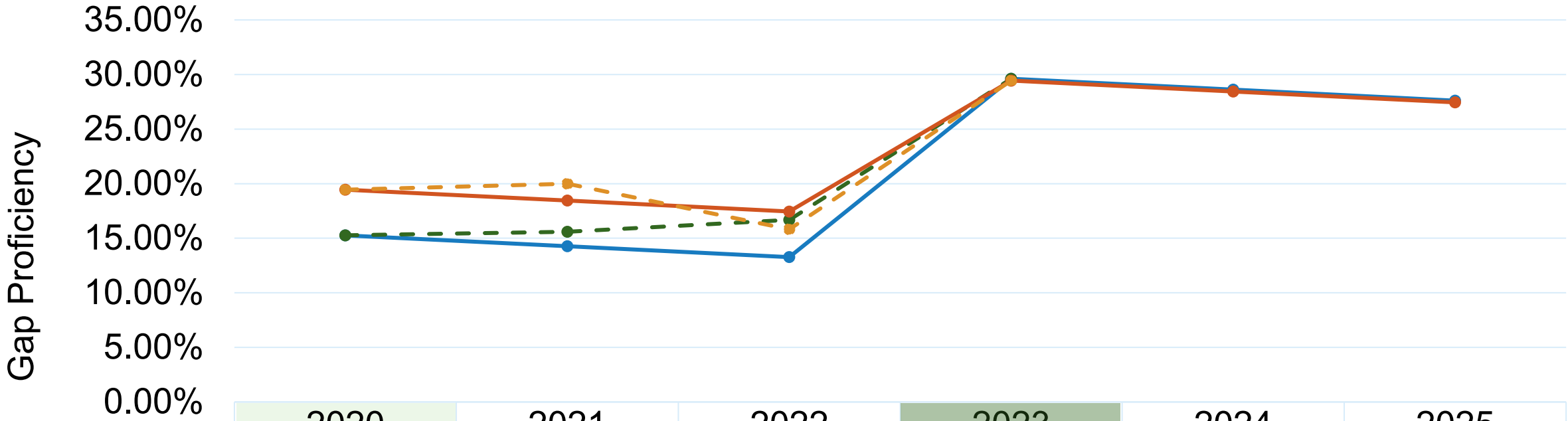
3D: Data for Gap in Reading Grade-level Standard Achievement, SWD v All Students



	2020	2021	2022	2023	2024	2025
4th Target	15.27%	14.27%	13.27%	29.61%	28.61%	27.61%
4th Scores	15.27%	15.59%	16.69%	29.61%		
8th Target	19.45%	18.45%	17.45%	29.44%	28.44%	27.44%
8th Score	19.45%	20.00%	15.82%	29.44%		

Old Baselines

New Baselines

OKLAHOMA Education

Public Comment

Sherri Coats, Program Director of Special Education Services

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Public Comment

- 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.

Closing

Sherri Coats, Program Director of Special Education Services

OKLAHOMA Education

Next Meeting

- The June IDEA B Panel meeting will occur on Thursday, June 5, 2025. The meeting will be held at the Oklahoma State Department of Education – Conference Room 215, located at 2500 N. Lincoln Boulevard in Oklahoma City, Oklahoma.
- An agenda will be forthcoming.