

Welcome

Abby Johnson, Project Manager, Special Education Services

New Member, Chair, and Vice Chair Introductions

New Members

- OSDE leadership approved the appointment of **14 new members** to the Panel.
- Newly appointed members include parents, representatives of community organizations, and students.
- All new members took part in a Membership Orientation this morning to enhance their understanding of the Panel.



Panel Leadership

- Michelle Keiper, Chair
- Maressa Treat, Vice Chair
- Abby Johnson, OSDE
- Sherri Coats, OSDE



Member Introductions

- Name
- Role / Profession



Outline of Meeting Topics

- Beginning in Federal fiscal year (FFY) 2021, Part B and Part C programs in States will be monitored by OSEP in a five-year cycle. OSEP will monitor all States on their general supervision systems.



8 Components of the General Supervision System

**State Performance
Plan**

**Policies,
Procedures, and
Effective
Instruction**

**Integrated
Monitoring
Activities**

Fiscal Management

**Data on Processes
and Results**

**Improvement,
Correction,
Incentives, and
Sanctions**

**Effective Dispute
Resolution**

**Targeted Technical
Assistance and
Professional
Development**

Policies, Procedures, and Effective Instruction

Nancy Goosen, Program Manager, Policies and Procedures

IDEA Federal Regulations - Purposes

IDEA 34 C.F.R. § 300.1

“The purposes of this part are—

(a) 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;

(b) To ensure that the **rights** of children with disabilities and their parents are protected;

(c) To assist States, localities, educational service agencies, and Federal agencies to provide for the **education of all children with disabilities**; and

(d) To **assess and ensure the effectiveness** of efforts to educate children with disabilities.”

Applicability of IDEA to State and LEAs

34 C.F.R. § 300.2(b) Public agencies within the State.

The provisions of this part—

(1) Apply to all political subdivisions of the State that are involved in the education of children with disabilities, including:

(i) The State educational agency (**SEA**).

(ii) Local educational agencies (**LEAs**), educational service agencies (**ESAs**), and **public charter schools** that are not otherwise included as LEAs or ESAs and are not a school of an LEA or ESA.

(iii) Other State agencies and schools (such as **Departments of Mental Health and Welfare and State schools** for children with deafness or children with blindness).

(iv) **State and local juvenile and adult correctional facilities**; and

(2) Are binding on each public agency in the State that provides special education and related services to children with disabilities, regardless of whether that agency is receiving funds under Part B of the Act.

IDEA Requires States to Have Policies & Procedures

34 C.F.R. § 300.100

“A State is eligible for assistance under Part B of the Act for a fiscal year if the State submits a plan that provides assurances to the Secretary that the State has in effect policies and procedures to ensure that the State meets the conditions in §§[300.101](#) through [300.176](#).”

Oklahoma Special Education Policies and Procedures 2024

Approved and Adopted by the Oklahoma
State Board of Education



IDEA 34 C.F.R. § 300.201 Consistency with State Policies

“The LEA, in providing for the education of children with disabilities within its jurisdiction, **must have in effect policies, procedures, and programs that are consistent with the State policies and procedures** established under §§300.101 through 300.163, and §§300.165 through 300.174.”



Chapter Contents

The Oklahoma Special Education Policies and Procedures (P&P) is 476 pages long. Utilize the “**Ctrl**” button by holding it down and clicking on the letter “**F**” for the “find box” to appear and type in a word that you are seeking information.

Chapter 1 – FAPE – Umbrella for IDEA

FAPE for children beginning at age 3 through 21.

Oklahoma State Policies and Procedures must ensure that—

The obligation to make FAPE available to each eligible child residing in the State begins no later than the child's third birthday; and an IEP is in effect for the child by that date, in accordance with §[300.323](#)(b) through age 21.

Examples of FAPE.

Chapter 2 – Child Find

- Obligation to **identify, locate, and evaluate** all children (ages 3–21) with suspected disabilities.
- **Locate**: Encompasses community outreach, public awareness, and referrals from families, LEAs, and others.
- **Identify**: Encompasses screening and early interventions.
- **Evaluate**: Promotes timely “initial” evaluations and an Oklahoma timeline of 45 school days (34 C.F.R. 300.301(c)(1)(ii)).

Chapter 3 – Multi-Tiered System of Supports (MTSS)

- Framework for **early intervention and tiered evidence-based interventions that match a skill deficit.**
- MTSS is **NOT** a referral to special education. MTSS is a proactive, prevention-based framework for providing universal screening to determine which students may be at-risk, then provide academic and behavior supports to meet the needs of all students, as well as data analysis to determine what is working and not working.
- Tiers:
 - **Tier 1:** Core instruction for all students
 - **Tier 2:** Targeted small group evidence-based intervention support
 - **Tier 3:** Intensive, prolonged, individualized evidence-based interventions
- Uses data-driven decision-making to make timely decisions for determining whether the evidence-based intervention is working; and if not, then determine the adaptation needed for the intervention to determine if the student makes progress with the change.

Chapter 4 – Young Children, Ages 3-5

- Part C in Oklahoma is called SoonerStart which is a program that services babies from birth through toddler age of 2 years, 11 months, and then requires an “initial” evaluation to determine if this same child is eligible for a different IDEA program called Part B which is the services provided from age 3 through the age of 21.
- Transition Planning Conference (TPC).
- Early Childhood Outcomes data collection.

Chapter 5 – Evaluation & Eligibility

- Narrow list of Disability Categories outlined in IDEA.
- Procedures for **referrals and evaluations** based on the suspected disability categories to determine the specific assessment components needed to make up a comprehensive evaluation across developmental, academic, behavior, and functional areas.
- Requires **parental consent** to gather new assessments/information but does not require parental consent to review existing data.
- **Multi-disciplinary group of qualified professionals and the parent** review the comprehensive evaluation to determine eligibility based on the evaluation data meeting sufficient key eligibility “criteria” indicators per suspected category of disability. IDEA does NOT use the word “diagnosis,” and emphasizes not to use any single measure or assessment as the “sole” criterion for determining whether a child is a child with a disability.

Chapter 6 – Individualized Education Program (IEP)

- Definition of IEP team members and roles.
- IEP Development such as present levels of academic achievement and functional performance (PLAAFP), measurable goals, type of service(s), accommodations, modifications, and progress reporting.
- IEP Timelines.
- IEP Review at least annually, with progress tracked rigorously to determine if the student is meeting their individual goals, including data to create the baseline for the subsequent IEP.

Chapter 7 – Least Restrictive Environment (LRE)

- LRE and continuum of alternative placement options.
- LRE information regarding the need to review the “meaning of the evaluation data” to determine the “nature and severity” level of the child’s disability to assist the team in determining the LRE placement options per skill area.
- Special circumstances impacting LRE.

Chapter 8 – Private Schools & Homeschool

- Students with disabilities, eligible under IDEA, whose parents **parentally-place** their child in private school, **or homeschool lose their rights** to some or all the IEP services they normally would receive if attending public school.
- Districts must provide consultation with private schools within their boundary lines to determine possible services based on a proportionately share amount of funds which are allocated federal IDEA funds to provide **Individual Service Plans** (ISP) support students attending private school. Services provided through an ISP may include students who live outside the districts boundaries but attend the private school within their district.
- **Child Find obligation** continues for students whose parents homeschool or parentally place in private school.

Chapter 9 – Charter Schools, OSB/OSD, and Head Start

- Charter Schools: Responsibilities for eligibility, IEP development, and service delivery.
- Oklahoma School for the Blind & Deaf: Specialized services through the Department of Rehabilitation Services (DRS) and provide unique secondary transition planning.
- Head Start: Coordination between early childhood federal programs and special education providers.

Chapter 10 – Residential and Non-Traditional Placements

- Criteria and procedures for placing students in **residential or out-of-district** programs.
- Includes oversight of programs delivering specialized services not available in-district (e.g., Detention Centers, County Jails/OJA facilities, Extended Hospitalization, Mental Health Day Treatment/Partial Hospitalization, etc.).
- When parent rights have been terminated: LEA must seek legal judicial court orders of who is the guardian or determine a surrogate.
- Services required by the school district where these facilities are located and when the district is not required to provide services.

Chapter 11 – Procedural Safeguards

- **Notice of Procedural Safeguards:** When are school districts required to provide the parent a copy of their parent rights.
- **Prior written notice** is **prior to the action** the district is proposing or refusing to initiate or change, but **after or the same day as the meeting**, providing a written summary of the verbal discussion of the district's proposal or refusal to initiate or change XYZ.
- **Dispute resolution options:** IEP facilitation, Mediation, State Complaint, or Due Process.

Chapter 12 – Discipline Guidelines and Protections

- **Manifestation Determination:** Guidelines for handling behavior incidents which are defined as a **change of placement: More than 10-school-days (either consecutive school days, or a pattern of removals which is defined in Chapter 12)** which will trigger procedural safeguards requiring a manifestation determination.
- Addresses **services during discipline** and protections for students with behavioral challenges.

Chapter 13 – Dispute Resolution

- Details of IEP Facilitation, Mediation, State Complaints, Due Process Complaint, including Expedited Due Process Hearing, as well as the Appeal Process.

Resources for Parents:

- ❖ Parent Training and Information Centers (PTIs) Part D are services provided through IDEA for parents. Oklahoma Parent Center (OPC) is Oklahoma's PTI
- ❖ Special Education Resolution Center (SERC)

Chapter 14 – Transfers & Move-In Students

- Transfers for Students with Disabilities.
- IEP Service Agreements.
- **In-State Transfer:** 34 C.F.R. §300.323(e) – Adopt the IEP from previous district as written – no meeting required; or provide comparable services until the team can meet to develop a new subsequent IEP (timeline established is within 10 school days of the child’s first day of attending school).
- **Out-of-State Transfers:** 34 C.F.R. §300.323(f) – Provide comparable services using the out-of-state IEP and initiate an “initial” evaluation utilizing Oklahoma Eligibility Standards.

Chapter 15 – Special Education Staffing

- How to Become a Certified Special Education Teacher.
- Long-term Substitutes.
- Paraprofessionals.
- Personal Care Assistants.
- Related Service Providers and/or Other Personnel Qualifications.
- Class Size.
- Caseload or Workload Calculation.

Amending the Oklahoma Policies & Procedures

Causes for Amending the OK P&P

- Any amendments to IDEA Federal Law.
- Amendments to IDEA Federal Regulations.
- Oklahoma Statutes Involving Special Education (New or Amendments).
- Procedural Changes due to Case Law or OSEP Guidance.

Key Steps in the Amendment Process

- Gather Input from Office of Special Education Staff.
- Draft Revisions.
- Public Comment Period.
- Revisions Based on Public Input.
- State Board of Education Draft Review.
- Final Approval by State Board of Education.

Staff Input & Policy Review

- Review any federal and/or state law amendments/changes.
- Office of Special Education staff identify patterns of misunderstanding and misapplication of the Policies & Procedures that need further clarification.
- For example:
 - ❖ Patterns seen in the type of questions asked in training opportunities or on-site coaching.
 - ❖ Monitoring team identifies patterns of misunderstanding of procedural processes.

Drafting Revisions

- Draft language is developed to address the identified issues we found to be a pattern of misunderstanding and/or misapplication.
- Internal review of the language is discussed.
- Quality checks to make certain there is an emphasis on clarity, and consistency in implementing procedural compliance before public release.

Public Comment Period

- A draft of the Oklahoma Special Education Policies and Procedures manual is released for public review.
- Public Comment period is 30 calendar days.
- Stakeholders such as parents, educators, service providers, advocates, including the general public are offered different ways to submit their comment either in-person or in writing.
- All feedback is reviewed.

Amendments Based on Public Input

- Review of public comments to identify concerns or suggestions to the DRAFT language.
- Policy and procedure language is revised to address valid input from stakeholders.
- The goal is to enhance the clarity of the DRAFT language, correct any additional misunderstandings, and ensure IDEA and State law is clear, including having the public voice in the development of the policies and procedures.

State Board of Education Draft Review

- After adding the additional edits from the public comment review, a DRAFT Oklahoma Special Education Policies and Procedures manual is presented to the State Board of Education pointing out the changes made by our staff in one color and the public comment changes in another color.
- Discussion and questions from the Board members.
- Board members provide preliminary feedback and have an opportunity for any additional comments over the next month.

Final Approval by BOE

- A final version is presented to the State Board of Education, which occurs one to two months after the DRAFT version was presented to the Board members for review.
- There is an official Board vote for adoption of the Oklahoma Special Education Policies and Procedures (P&P) manual.
- Policies and procedures become effective upon approval or a specified implementation date determined by the Board.
- With State Board approval of the Oklahoma Special Education P&P manual, the Office of Special Education Services is authorized to enforce compliance through various mechanisms, including but not limited to monitoring student level documents and district level data, state complaints, and conducting selective reviews to address potential systemic issues.

Questions



Contact Information

Nancy Goosen, M.S.

Program Manager

Special Education Policies and Procedures

Nancy.Goosen@sde.ok.gov

(405) 521-3351

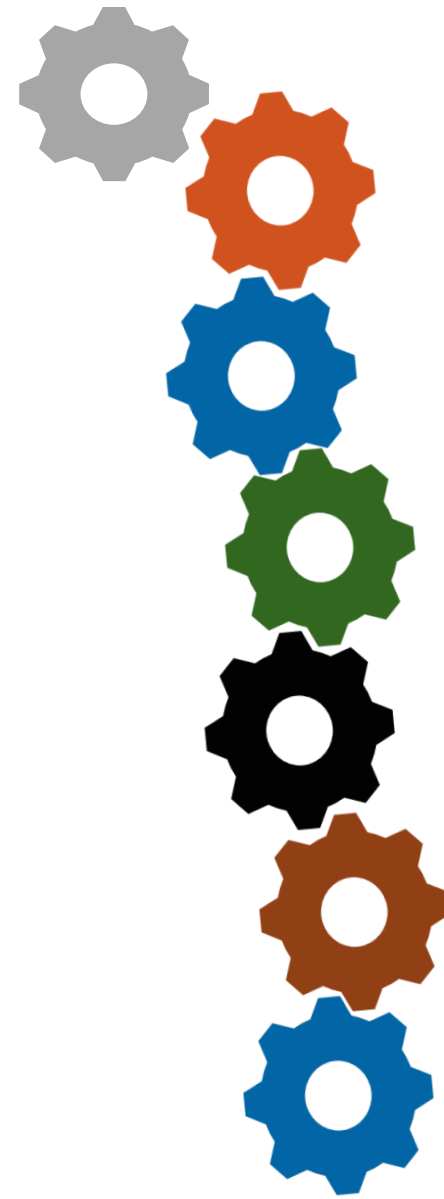
Break

Monitoring Overview and General Supervision System Updates

Kristen Coleman, Program Manager, Differentiated Monitoring

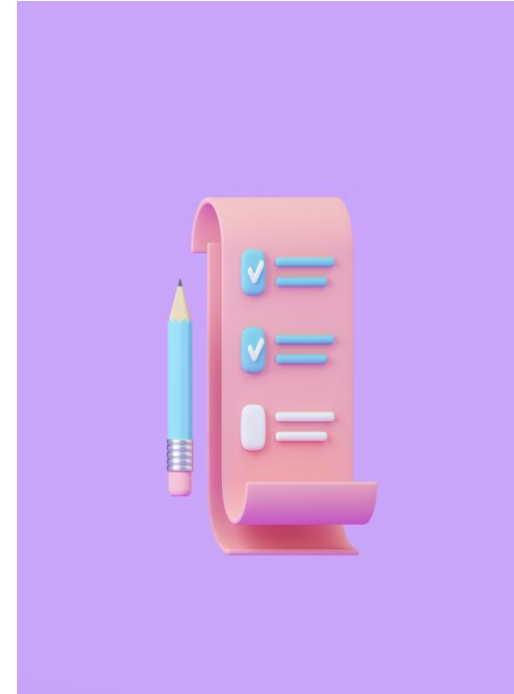
Understanding the Differentiated Monitoring Results (DMR)

Kristen Coleman: Program Manager DMR
September 4, 2025



Agenda

- Understand the WHY
- Changes to Determinations
 - Compliance
 - Results
- Changes to Risk
- Changes to the total DMR Levels
- Expectations for the DMR Levels
- The big question: WHEN
- How to prepare?



Understanding the WHY



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Why is this data important to Oklahoma?

- What happens to the data we collect from the LEAs/Charters?
 - The OSDE-SES issues each LEA/Charter their District Data Profile (DDP) and Differentiated Monitoring Report(DMR) report.
 - The OSDE-SES aggregates the data into one score for each indicator for which we report to the Office of Special Education Program (OSEP).

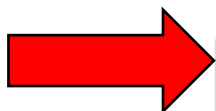
Oklahoma's Determination

- The State's determination is currently "Needs Assistance" due to:
 - Continued noncompliance in the compliance indicators
 - Indicators 11, 12, and 13
 - Longstanding noncompliance
 - Continued noncompliance with the results indicators
 - Indicator 3 – OSEP data is pulled from National Assessment of Educational Progress (NAPE).

History

- DMR began around 2014-15 SY.
- Prior to DMR, LEAs had to address each Indicator not meeting the target on their District Data Profile (DDP).
- Over the years, the SDE has made changes to the information on the determinations.

Part B Compliance Matrix: 2015-2016			
Part B Compliance Indicator	Performance	Indicator Met	Score
Indicator 4A: Risk Ratio for students with disabilities with long-term suspensions/expulsions	Data Suppressed	Yes	2
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	Data Suppressed	Yes	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification	Data Suppressed	Yes	2
Indicator 11: Child Find, timely initial evaluation	100.00	Yes	2
Indicator 12: Early Childhood Transition, Individual Education Program developed/implemented by third birthday	NA	Yes	2
Indicator 13: Secondary Transition	NA	Yes	2
Timely Complaint Decisions	NA	Yes	2
Timely Due Process Hearing Decisions	NA	Yes	2
Longstanding Noncompliance	Compliant		2
Timely on Child Count & End of Year Report Bonus	Yes		1



Part B Results Driven Accountability Matrix: 2015-2016			
Reading Component Elements	Performance	Indicator Met	Score
Indicator 3B: Percentage of students with disabilities participating in Regular Statewide Assessments	Not reported at this time.		
Math Component Elements	Performance	Indicator Met	Score
Indicator 3B: Percentage of students with disabilities participating in Regular Statewide Assessments	Not reported at this time.		
Other Results Driven Elements	Performance	Indicator Met	Score
Indicator 2: Percentage of students with disabilities dropping out of High School	NA	Yes	2
Indicator 5: Percentage of students with disabilities served inside the regular class 80% or more of the day	80.95	Yes	2
Indicator 6: Percentage of students with disabilities aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	(Placeholder for SY2014-2015)	(Placeholder for SY2014-2015)	(Placeholder for SY2014-2015)
Indicator 7: For each Outcome listed, the percentage of students with disabilities who improved functioning to a level nearer to same-aged peers, improved functioning to a level comparable to same aged peers, or maintained functioning at a level comparable to same-aged peers in regards to...			
Indicator 7 Outcome A: Positive social-emotional skills	NA	Yes	2
Indicator 7 Outcome B: Acquisition and use of knowledge and skills	NA	Yes	2
Indicator 7 Outcome C: Use of appropriate behaviors to meet their needs	NA	Yes	2

- Determinations – Total 6 bonus points
 - Compliance
 - Timely on both child count & end of year data submission & certification (1 pt)
 - Attendance at both child count & end-of-year training (1pt)
 - Results
 - Indicator 3 growth (1pt)
 - Parent survey growth (1 pt)
 - District PD (2 pts)

What does our data show?

Final Determination	With Bonus Points	Without Bonus Points
1: Meets Requirements	373	80
2: Needs Assistance	149	363
3: Needs Intervention	19	86
4: Needs Substantial Intervention	1	13
Grand Total	542	542

Bonus Points

- 9 districts earned 0 bonus points
 - 0 districts DMR level changed
- 46 districts earned 1 bonus point
 - 7 districts DMR level changed
- 79 districts earned 2 bonus points
 - 41 districts DMR level changed
- 145 districts earned 3 bonus points
 - 88 districts DMR level changed
- 112 district earned 4 bonus points
 - 84 districts DMR level changed
- 96 districts earned 5 bonus points
 - All districts DMR level changed
- 53 districts earned 6 bonus points
 - All districts DMR level changed

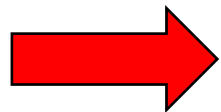
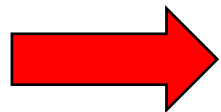
Changes to Determinations



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Compliance Elements		District	Target Met	Score
Indicator 4B: Significant discrepancy, by race or ethnicity, in the rate of long-term suspensions/ expulsions for children with IEPs		N	Yes	2
Indicator 9: <u>Disproportionate</u> representation of racial and ethnic groups in special education and related services due to inappropriate identification		1.48	Yes	2
Indicator 10: <u>Disproportionate</u> representation of racial and ethnic groups in specific disability categories due to inappropriate identification (Area of concern: AUT - White)		1.91	Yes	2
Indicator 11: <u>Child</u> Find; timely initial evaluation		100.00%	Yes	2
Indicator 12: <u>Early</u> Childhood Transition; IEP developed/implemented by third birthday		100%	Yes	2
Indicator 13-A: Annual IEP, for students of secondary transition age (ages 15 – 21), has been completed on or before the anniversary date, finalized within 30 calendar days from the date of the meeting.		100.00%	Yes	1
Indicator 13-B: Secondary transition plans, for students of secondary transition ages (ages 15 – 21), whose IEPs demonstrate coordinated, measurable annual IEP goals, services, and course of study aligned with current transition assessments that will enable the student to meet the post-secondary goals.		100%	Yes	2
Timely Completion of Monitoring Requirements		Timely		1
Longstanding Noncompliance*		Compliant		2
Compliance Points Earned	Total Points Possible	Rating		



IDEA Part B Results Driven Accountability Matrix			
Results Elements	District	State Target Met	Score*
Indicator 1: Percent of all youth with IEPs who exited in 23-24 including regular and alternate diplomas (ages 14-21). *	100.00%	Yes	3
Indicator 2: Percent of youth with IEPs dropping out (ages 14-21).	0.00%	Yes	2
Indicator 3A: Percent of all students with IEPs participating in a state assessment, <u>for grades 4, 8, 11</u>			
Reading Assessment Participation Rate	100.00%	Yes	1
Math Assessment Participation Rate	94.12%	Approaching	1
Indicator 3B: Percent of students with IEPs who achieve Proficient+ in a state assessment.			
4 th General Assessment Reading Proficiency Rate	50.00%	Yes	1
8 th General Assessment Reading Proficiency Rate	20.00%	Yes	1
11 th General Assessment Reading Proficiency Rate	50.00%	Yes	1
Year-to-Year Proficiency Growth Bonus for Reading (.50 point for growth in each grade (4 th , 8 th , and 11 th) for a total of 1.5 possible points)			1
4 th General Assessment Math Proficiency Rate	14.29%	Yes	1
8 th General Assessment Math Proficiency Rate	0.00%	No	1
11 th General Assessment Math Proficiency Rate	50.00%	Yes	1
Year-to-Year Proficiency Growth Bonus for Math (.50 point for growth in each grade (4 th , 8 th , and 11 th) for a total of 1.5 possible points)			1
Indicator 7: For each Outcome, the percentage of children who improved functioning to a level nearer to or comparable to same-aged peers when exiting the preschool special education program.			
Outcome A1: Positive social-emotional skills	100.00%	Yes	1
Outcome B1: Acquisition and use of knowledge and skills	100.00%	Yes	1
Outcome C1: Use of appropriate behaviors to meet their needs	100.00%	Yes	1

Indicator 3B: Percent of students with IEPs who achieve Proficient+ in a state assessment.

4th General Assessment Reading Proficiency Rate **50.00%** **Yes** **1**

8th General Assessment Reading Proficiency Rate **20.00%** **Yes** **1**

11th General Assessment Reading Proficiency Rate **50.00%** **Yes** **1**

Year-to-Year Proficiency Growth Bonus for Reading (.50 point for growth in each grade (4th, 8th, and 11th) for a total of 1.5 possible points) **1**

4th General Assessment Math Proficiency Rate **14.29%** **Yes** **1**

8th General Assessment Math Proficiency Rate **0.00%** **No** **1**

11th General Assessment Math Proficiency Rate **50.00%** **Yes** **1**

Year-to-Year Proficiency Growth Bonus for Math (.50 point for growth in each grade (4th, 8th, and 11th) for a total of 1.5 possible points) **1**

Current Targets for Reading and Math

Reading	
Grade	Percentage Target
4 th	18.21%
8 th	10.74%
HS	7.77%

Math	
Grade	Percentage Target
4 th	18.41%
8 th	6.06%
HS	3.88%

Changes to Risk



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FACTOR (FY)	District Result	District Score
Current MOE Result (2024)	Met	0
Timely & Finalized Assurances and LEA Agreement (2024 and 2025)	Yes	0
Size of Award (25-26 Allocation)	<\$100K	0
Change in SPED Director (2025-26)	No Change	0
Current Excess Cost Result (2024)	Met	0
Special Education Identification Rate (2054)	29.28%	0
Recent Audit Findings (2024-2025)	No Findings	0
Special District Design (2025)	Charter	0
Late Claim Submitted (2025)	None	0
Complaint Count (2024-25)	None	0
Years Since Prior On-site Monitoring	More than Six	0
TOTAL RISK SCORE*		

*A score of ZERO indicates that a district is very low risk to the SEA.

Risk Category	Risk Score
Category 1: Very Low Risk	0 – 9 points
Category 2: Low Risk	10 – 18 points
Category 3: Moderate Risk	19 – 32 points
Category 4: High Risk	33 – 50 points

Changes to the Total DMR Levels



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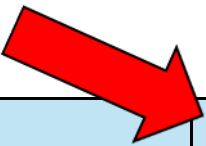



Changes in DMR Levels of Support

Previous Percentage of Points Earned	Level of Determination	New Percentage of Points Earned
85% to 100%	Tier 1: Meets Requirements	80% to 100%
70% to 84.9%	Tier 2: Needs Assistance	65% to 79.9%
55% to 69.9%	Tier 3: Needs Intervention	50% to 64.9%
Less than 55%	Tier 4: Needs Substantial Intervention	Less than 50%

Final Determination	With Bonus Points	Without Bonus Points
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Determinations	Without Bonus Points	Percentage Range - NEW
1: Meets Requirements	232	80-100
2: Needs Assistance	251	65-79.9
3: Needs Intervention	54	50-64.9
4: Needs Substantial Interventions	5	<50

Expectations for the DMR Levels



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DMR New Activities – Level 1

DMR Level 1 – Previous

- Indicators 4, 9, 10
- Indicators 11, 12, 13

DMR Level 1 – **NEW**

- Indicators 4, 9, 10
- Indicators 11, 12, 13
- Indicator 3

DMR New Activities – Level 2

DMR Level 2 – Previous

- Indicators 4, 9, 10
- Indicators 11, 12, 13
- Indicators 1-2, 3, & 7
- Fiscal

DMR Level 2 – **NEW**

- Indicators 4, 9, 10
- Indicators 11, 12, 13
- Indicators 1-2, 3, & 7
- Fiscal
- ½ day Data Retreat training

DMR New Activities – Level 3

DMR Level 3 – Previous

- Indicators 4, 9, 10
- Indicators 11, 12, 13
- Indicators 1-2, 3, & 7
- Fiscal
- 2-day Data Retreat & report out
- Student file review (targeted or comprehensive)

DMR Level 3 – **NEW**

- Indicators 4, 9, 10
- Indicators 11, 12, 13
- Indicators 1-2, 3, & 7
- Fiscal
- 1 day Data Retreat training & report out for 1 indicator
- Develop & submit processes for monitoring indicators of noncompliance

DMR New Activities – Level 4

DMR Level 4 – Previous

- Indicators 4, 9, 10
- Indicators 11, 12, 13
- Indicators 1-2, 3, & 7
- Fiscal
- 2-day Data Retreat & report out
- Student file review (comprehensive)

DMR Level 4 – **NEW**

- Indicators 4, 9, 10
- Indicators 11, 12, 13
- Indicators 1-2, 3, & 7
- Fiscal
- 1 day Data Retreat training & report out for 1 indicator
- Develop & submit processes for monitoring indicators of noncompliance
- Quarterly meetings for data update

Fiscal

Previous

- Complete the toolkit when notified through the November Data Packet in the fall.
- Provide PD to appropriate staff.
- Progress monitor.

NEW

- Complete toolkit when finance notifies the LEA of noncompliance for MOE and/or Excess Cost.
- Provide PD to appropriate staff.
- November Data Packet – continue to monitor for compliance for the school year

e.g., Notified Spring 2025, November Data Packet Fall 2025 – continue to monitor plan for improvement through the 2025-2026 school year – reporting progress to SDE.

Regardless of points on Risk table

The BIG Question WHEN



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- There will be no changes in the bonus points for the coming data packet.

CHANGE

- DMR level activity changes will begin with this coming data packet.

- The DMR changes to begin are:
 - Removing current bonus points
 - Adding the bonus points for Indicator 3B
 - Total percentages have increased the range



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SPECIAL EDUCATION SERVICES
**GENERAL SUPERVISION
SYSTEM**

How to Prepare?



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What can I do now to prepare?

- Review your last two-year DMR reports
- Identify the Indicators not meeting targets
- Identify a team to:
 - Review the data
 - Identify the root cause
 - Develop a plan to improve
 - Implement the plan
 - Monitor the plan by reviewing data
 - Make any necessary changes



Contact Information

Special Education Services

405-521-3351

Kristen Coleman

kristen.coleman@sde.ok.gov

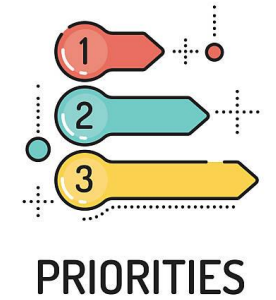
Priority Setting

Abby Johnson, Project Manager, Special Education Services

Panel Priorities – Purpose

- “The Oklahoma Advisory Panel will conduct an annual priority-setting gathering during their first meeting each year to determine three-four priority areas to address during the new year and to **provide advice** to the Oklahoma Office of Special Education.” *Operating Guidelines P. 8*

Previous Priorities



- Education Stakeholder Training
 - Panel members were provided the opportunity to address trainings they felt were needed by all education stakeholders.
- Assistive Technology
 - Panel members provided their perspectives on training that is needed by various education stakeholders to ensure that students are properly matched with technology.

Previous Priorities



- Equity in Accessing Curriculum
 - General education and curriculum support for special education teachers.
- Secondary Transition
 - Highlight the Alternate Diploma as a graduation pathway for students who participate in the Oklahoma Alternate Assessment (OAAP) and are taught to alternate achievement standards.

Previous Priorities



- Behavior / Discipline
 - Reduce the number of In-School Suspensions, Out of School Suspensions, and Interim Alternative Educational Setting (IAES) placements.
- Teacher Recruitment and Retention
 - Highlight teacher certification pathways, such as bootcamp and paraprofessional to teacher routes.

2024-2025 Panel Priorities

- Family Involvement and Communication
- Behavior Management Training
- Staffing



Family Involvement and Communication

- Improving communication between families and school Districts to build partnerships and enhance student success.



Behavior Management Training

- Equipping general and special education teachers with practical tools and strategies to promote positive behavior and build a supportive, respectful classroom environment.



Staffing

- Examining how shortages of school personnel affect the services provided to students with disabilities.



2025-2026 Panel Priorities – Next Steps

- Decide between the following:
 - Continue with the 2024-2025 Panel Priorities; **OR**
 - Select new priorities for the 2025-2026 Panel Year
- Members will be assigned to groups based upon the selected priorities.
 - Each group will have a group leader.



Public Comment

Abby Johnson, Project Manager, Special Education Services

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

Abby Johnson, Project Manager, Special Education Services

Next Meeting

- The December IDEA B Panel meeting will occur on Thursday, December 4, 2025.
- An agenda will be forthcoming.

