State of Special Education in Oklahoma FFY 2021 Report

Office of Special Education Services, Oklahoma State Dept of Education

Ginger Elliott-Teague, PhD
Director of Data Analysis

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Oklahoma Parents Center

Welcome to the OPC!

Statewide Parent Training and Information
Advocating for Children with Disabilities to Build a Better Future Since 2000

Contact 877-553-4332 for Assistance

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Overview

- Purpose: Public awareness and stakeholder input
- Content: Review of federally reported indicators
  - SPP/APR: State Performance Plan & Annual Performance Report

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What is the SPP/APR?

State Performance Plan & Annual Performance Report

- 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

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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."

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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

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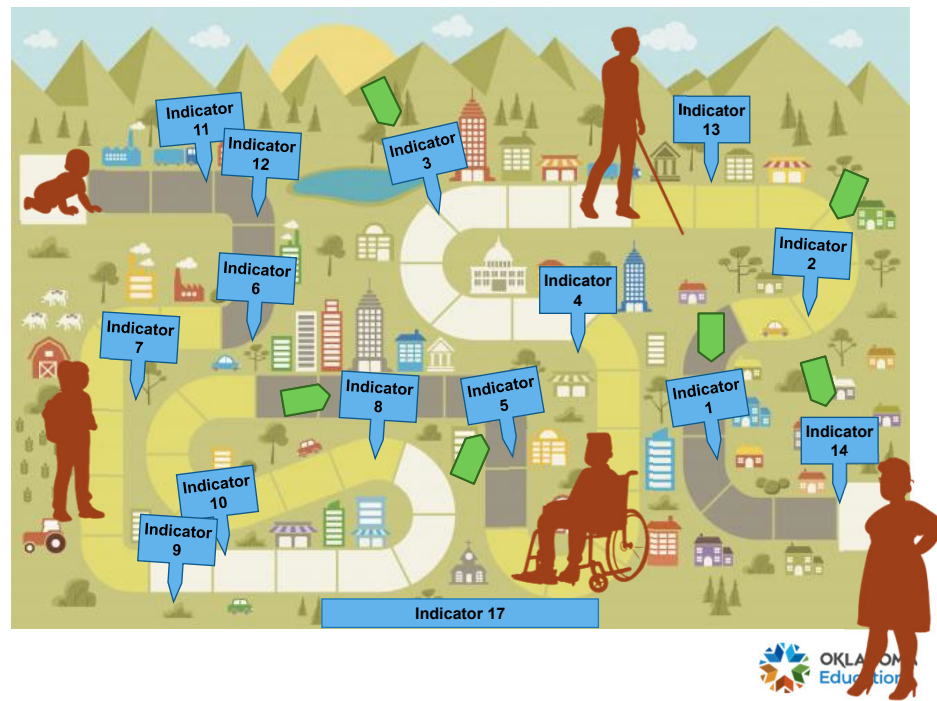
Indicators 11 & 12: Timely Evaluation

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**?

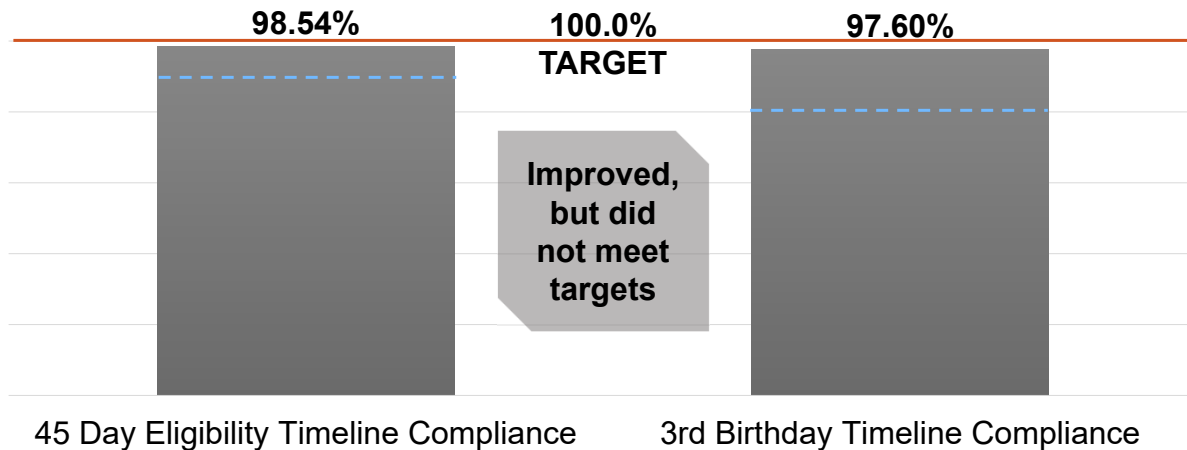Targets: set by OSEP as a compliance indicator

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

11 & 12: Evaluation Timeliness

National Averages (blue dash):
11: 94% 2: 90%

98.54%   100.0%   97.60%
TARGET

Improved, but did not meet targets

45 Day Eligibility Timeline Compliance   3rd Birthday Timeline Compliance

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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?
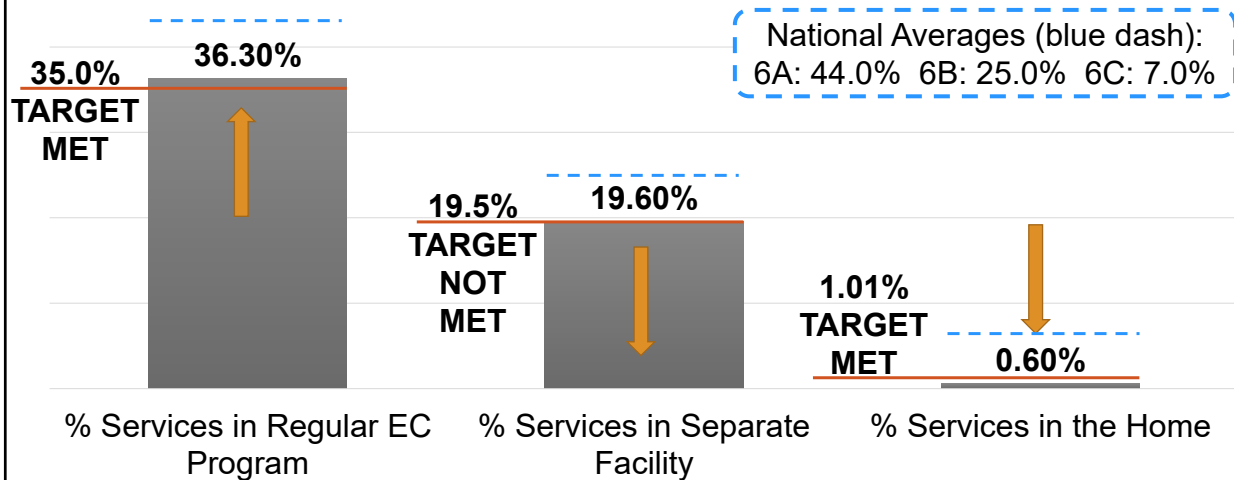C. Receive their services at home?

Targets: set by state with community consultation

Source: prior year October 1 Child Count through EdPlan

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6: EC Environments

National Averages (blue dash):
6A: 44.0% 6B: 25.0% 6C: 7.0%

35.0%
TARGET MET

36.30%

19.5%
TARGET NOT MET

19.60%

1.01%
TARGET MET

0.60%

% Services in Regular EC Program

% Services in Separate Facility

% Services in the Home

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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
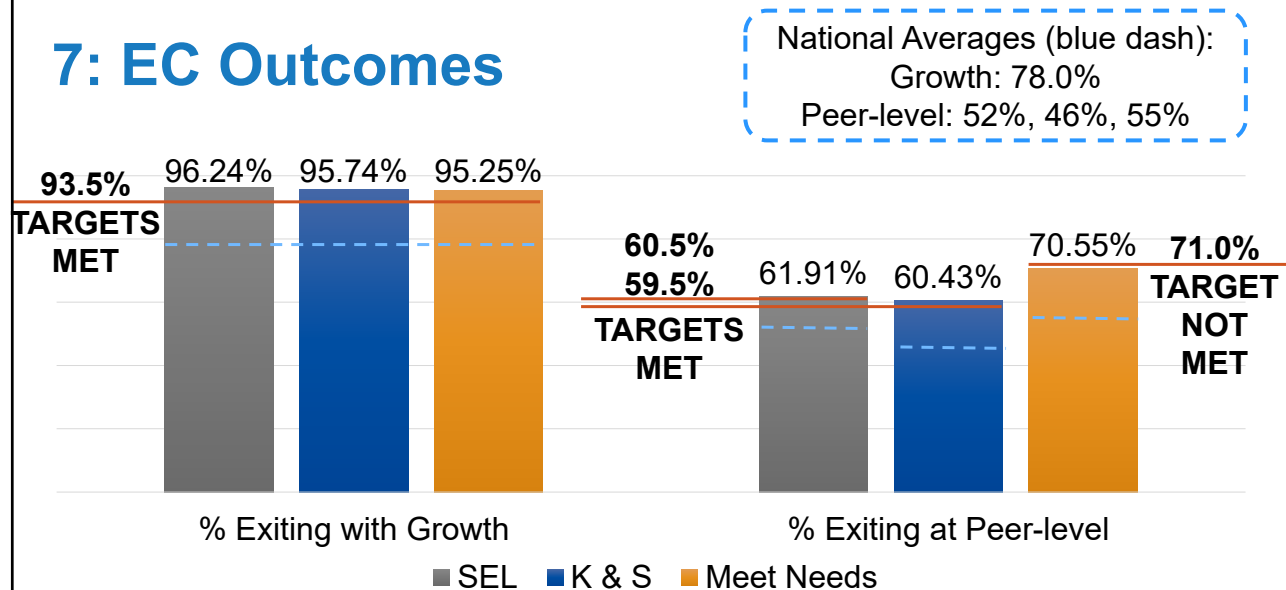- Use of Behavior to Meet Needs

Targets: set by state with community consultation

Source: most recent June 30 EOY Collection through EdPlan

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7: EC Outcomes

National Averages (blue dash):
Growth: 78.0%
Peer-level: 52%, 46%, 55%

93.5%
TARGETS MET

96.24% 95.74% 95.25%

60.5%
59.5%
TARGETS MET

61.91% 60.43%

70.55% **71.0%**
TARGET NOT MET

% Exiting with Growth   % Exiting at Peer-level

■ SEL ■ K & S ■ Meet Needs

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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)

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9 & 10: Disproportionate Representation

- No districts identified as noncompliant in SY 21-22.
- Targets of 0% were met.

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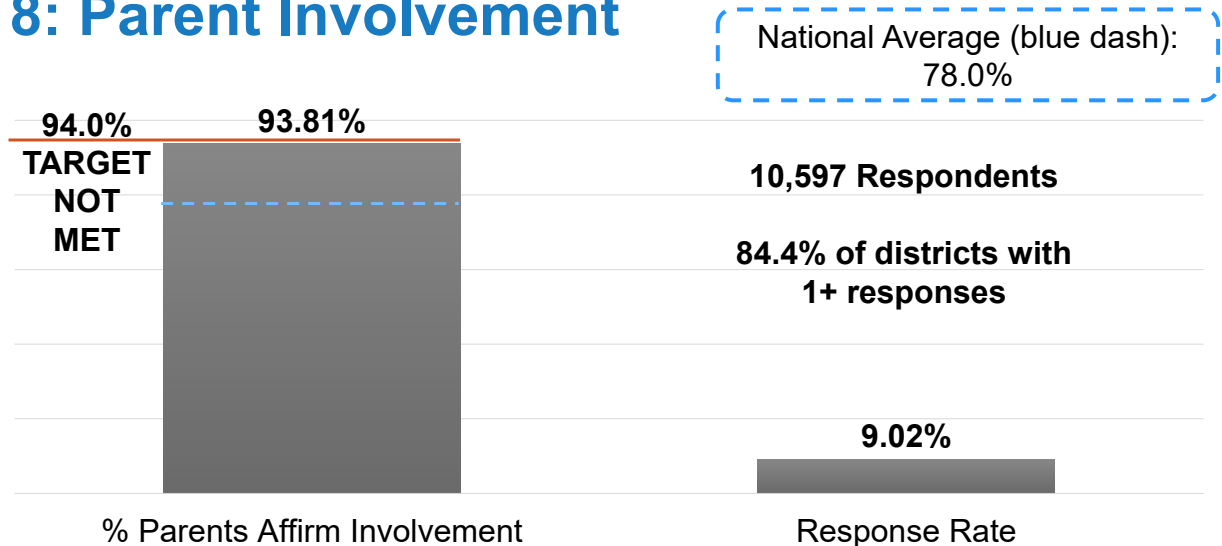# Indicator 8: Parent Involvement

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

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8: Parent Involvement

National Average (blue dash): 78.0%

94.0%
TARGET NOT MET

93.81%

10,597 Respondents

84.4% of districts with 1+ responses

9.02%

% Parents Affirm Involvement

Response Rate

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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.

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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.

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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

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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%
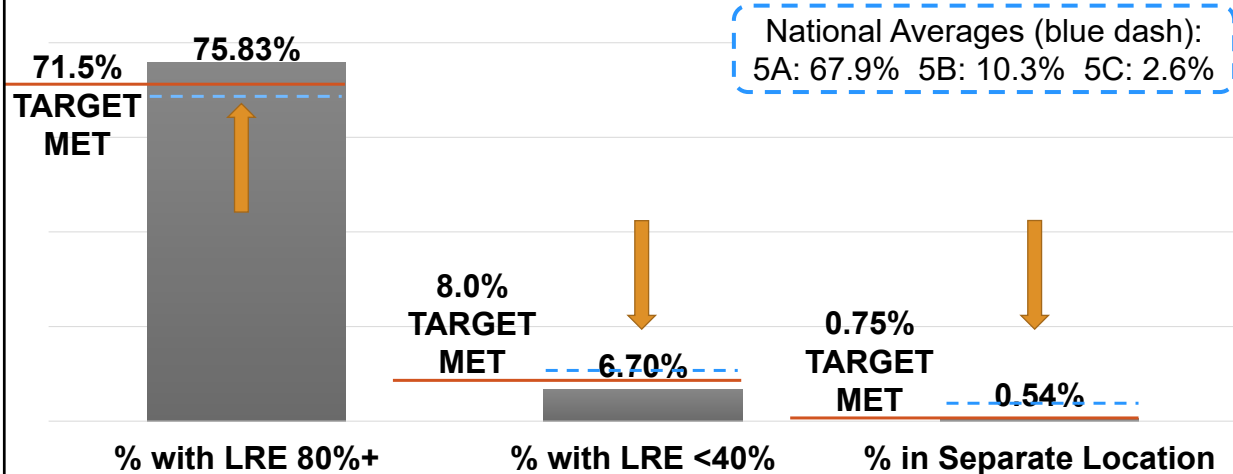   B. Less than 40%
    C. In separate settings

Targets: set by state with community consultation

Source: prior year October 1 Child Count through EdPlan

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5: Educational Setting

National Averages (blue dash):
5A: 67.9% 5B: 10.3% 5C: 2.6%

71.5%
TARGET MET

75.83%

8.0%
TARGET MET

6.70%

0.75%
TARGET MET

0.54%

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

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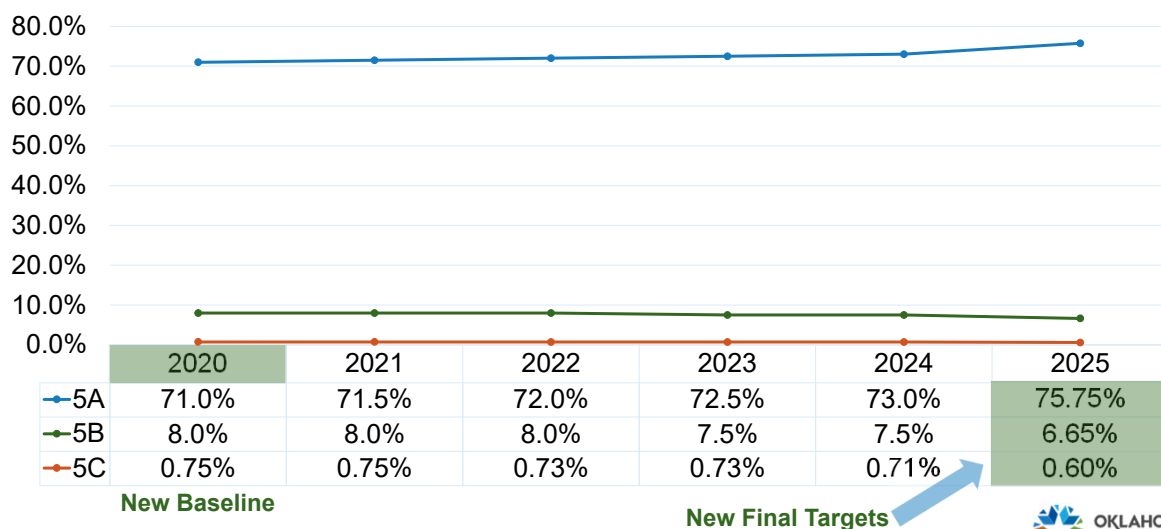
Discussion: Indicator 5

- OSEP required OSDE-SES to reset baseline to FFY 2020 in a response to last year's SPP/APR submission.
  - This requires the state to reset final targets on all 3 sub-sections of indicator 5 to be "better than" baseline.
  - Need discussion with stakeholders about the change, since stakeholders originally set baseline at FFY 2019.
- Questions? Concerns?

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5: Revised Targets

	2020	2021	2022	2023	2024	2025
5A	71.0%	71.5%	72.0%	72.5%	73.0%	75.75%
5B	8.0%	8.0%	8.0%	7.5%	7.5%	6.65%
5C	0.75%	0.75%	0.73%	0.73%	0.71%	0.60%

New Baseline

New Final Targets

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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?

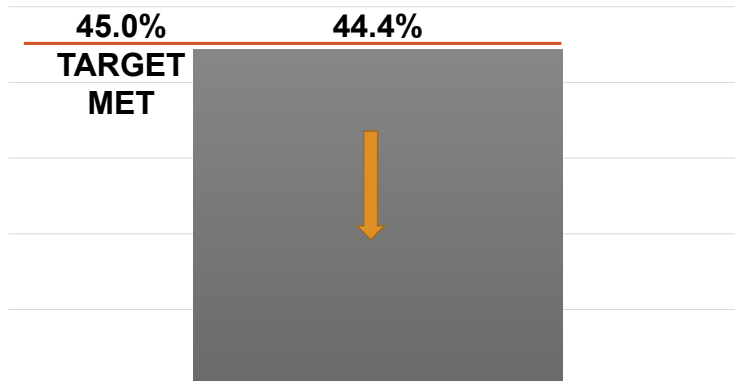- 4A: Overall for SWD
- 4B: By racial/ethnic groups

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

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4: Discrepant Discipline

45.0%   44.4%

TARGET MET

4A: % Districts with a Discipline Discrepancy

- Only 9 districts included in 4A target calculation.

- No districts identified as noncompliant in SY 21-22.

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

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Indicator 17: State Systemic Improvement Plan (SSIP)

State-identified Measurable Result: 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.
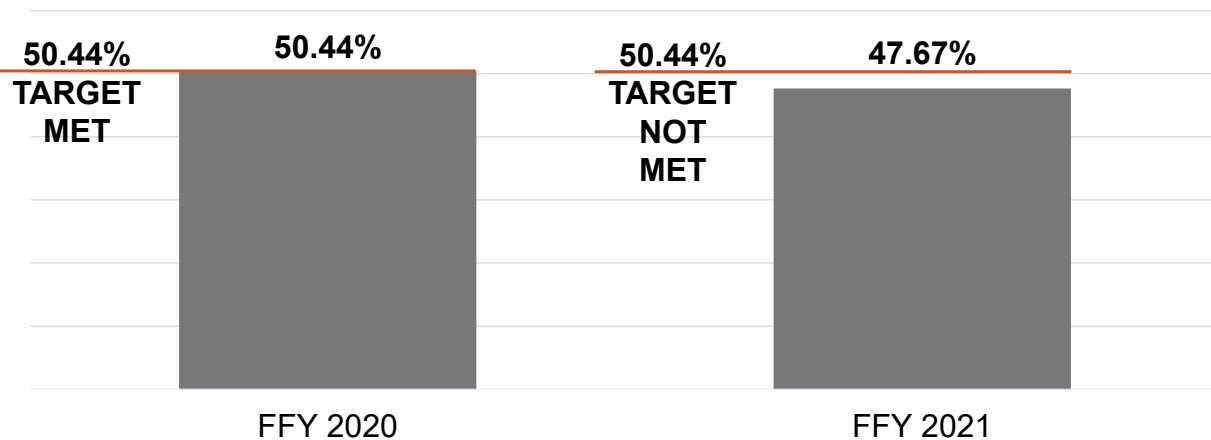
Question addressed:
Are students in grades KG through third in ATSI* school sites completing their school year on grade level in reading?

Targets: set by state

Source: RSA reading screener data collected at the beginning and end of each school year.

*ATSI: ESSA designation of "Additional Targeted Support and Improvement" needed based on weak site assessment scores

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17: Reading "On-Level" State Rate (ATSI)

	FFY 2020	FFY 2021
Target	50.44% TARGET MET	50.44% TARGET NOT MET
Rate	50.44%	47.67%

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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?
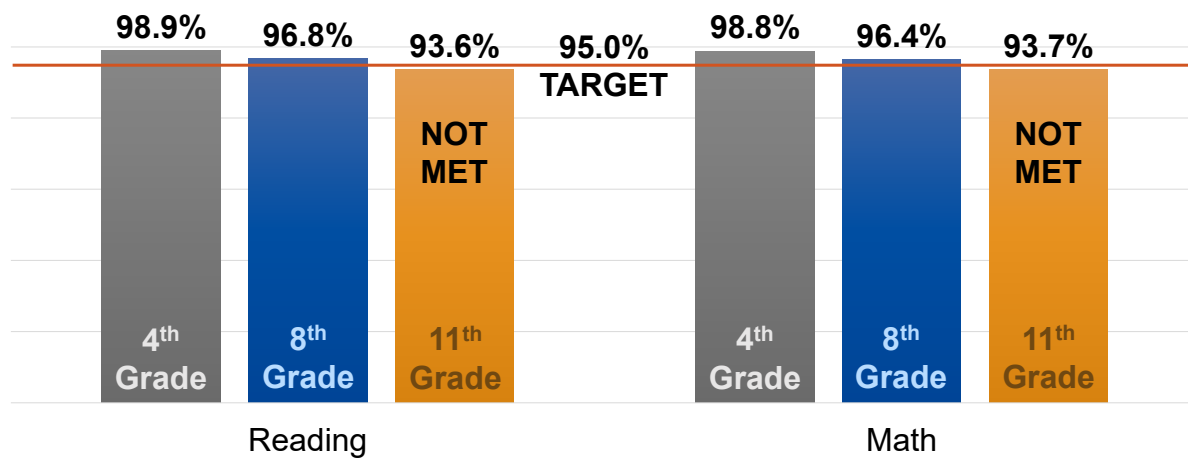
Targets: set by state with community consultation

Sources: Testing vendors and the Office of Accountability
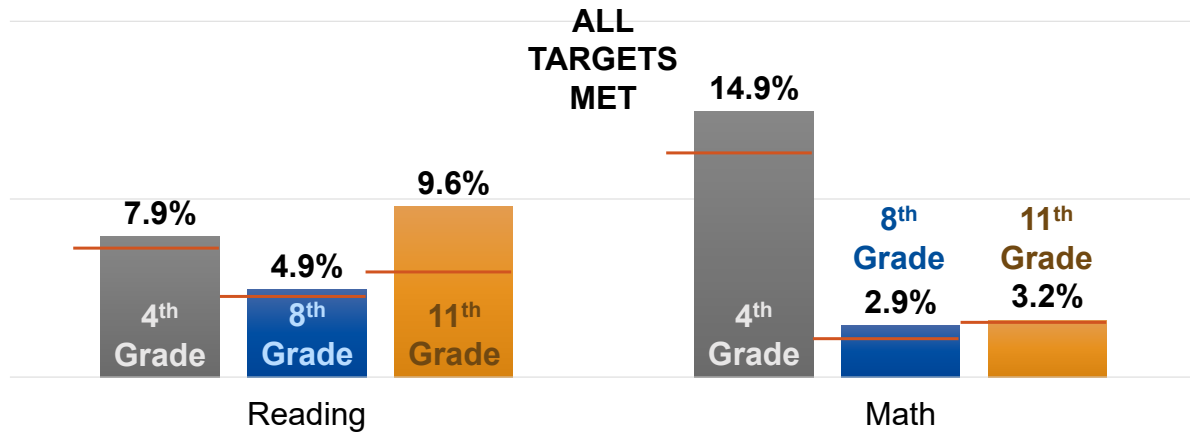
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3A: Participation Rates

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3B: General Assessment Proficiency

ALL TARGETS MET

Reading: 4th Grade 7.9%, 8th Grade 4.9%, 11th Grade 9.6%

Math: 4th Grade 14.9%, 8th Grade 2.9%, 11th Grade 3.2%

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3C: Alternate Assessment Proficiency

READING NO TARGETS MET

Reading: 4th Grade 22.4%, 8th Grade 32.4%, 11th Grade 38.0%

MATH ONE TARGET MET

Math: 4th Grade 47.7%, 8th Grade 19.8%, 11th Grade 36.0%

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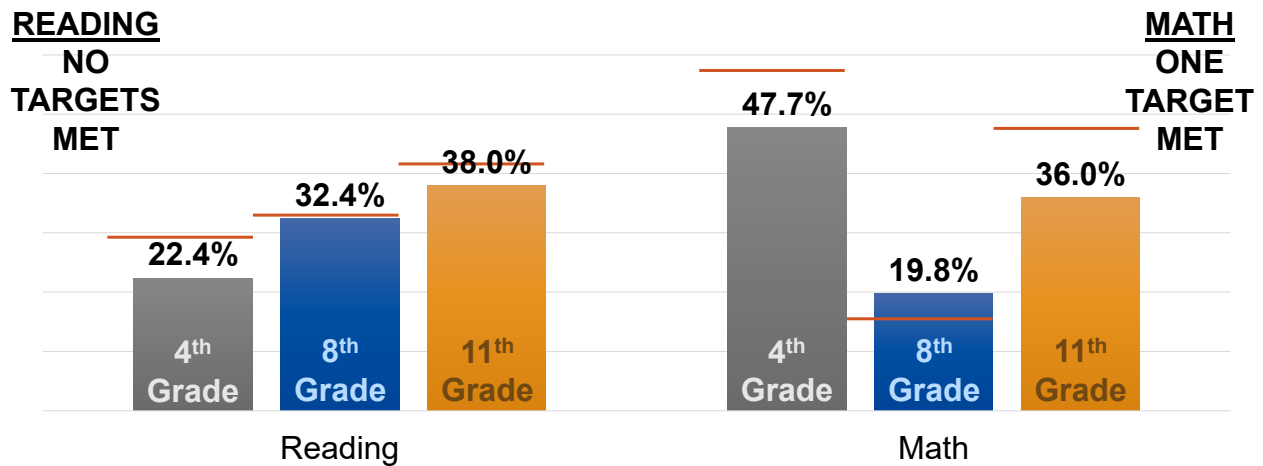
3D: Proficiency Gap on the General Assmt. (Gap between All Students and SWD)

NO TARGETS MET

15.6%	20.0%	30.0%
4th Grade	8th Grade	11th Grade

Reading

18.1%	12.8%	16.7%
4th Grade	8th Grade	11th Grade

Math
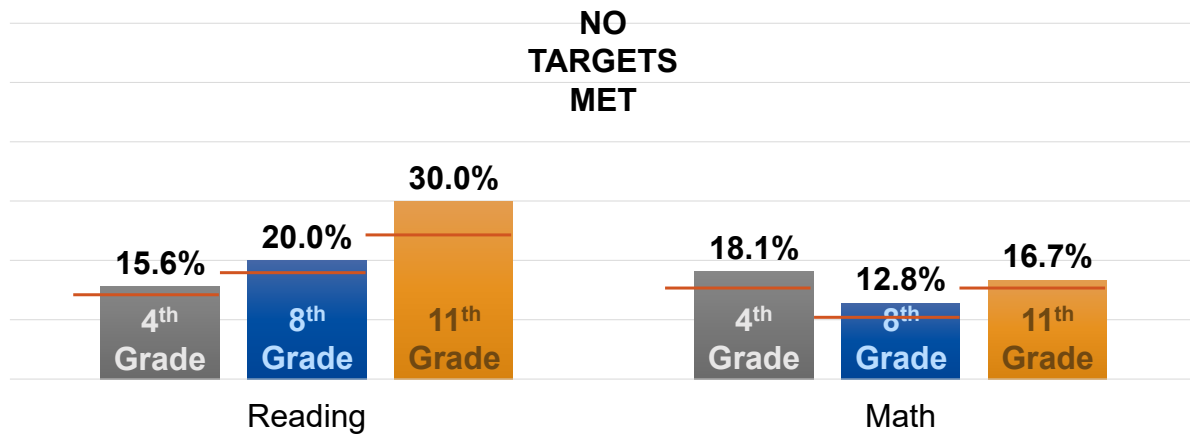
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Discussion: Indicator 3

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

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Indicator 13: Secondary Transition

Question addressed:

Do students ages 16 or older/in 9th grade or higher have IEPs that meet the eight **secondary transition requirements**?
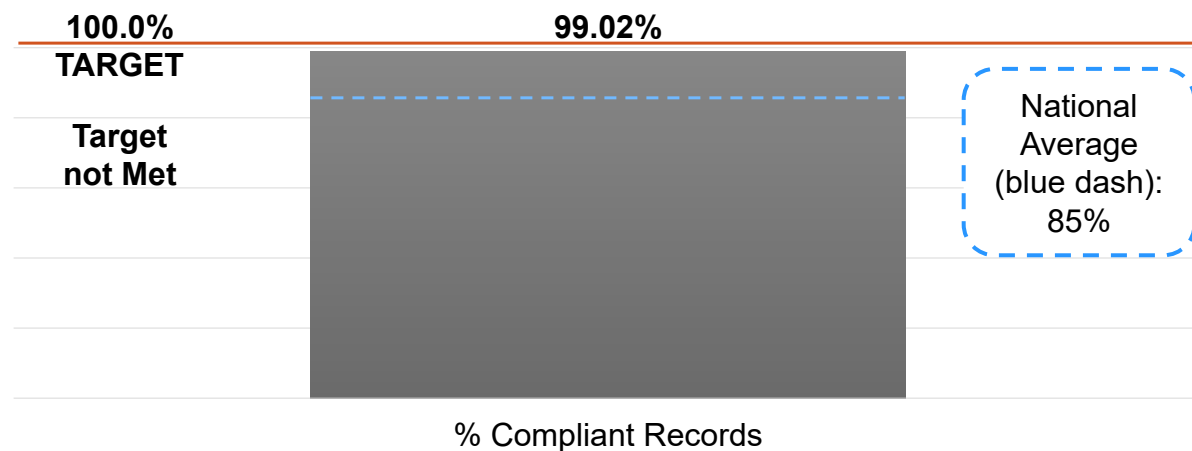
Next year: students ages 15 or older.

Target: set by OSEP as a compliance indicator

Source: IEPs reviewed during the most recent June 30 EOY Collection through EdPlan

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13: Secondary Transition Compliance

100.0%   99.02%

TARGET

Target not Met

National Average (blue dash): 85%

% Compliant Records

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Indicators 1 & 2: Secondary Outcomes

Questions addressed:

- Ind. 1: What percent of exiters had graduated (ages 14-21)?
- Ind. 2: What percent of exiters had dropped out of school (ages 14-21)?
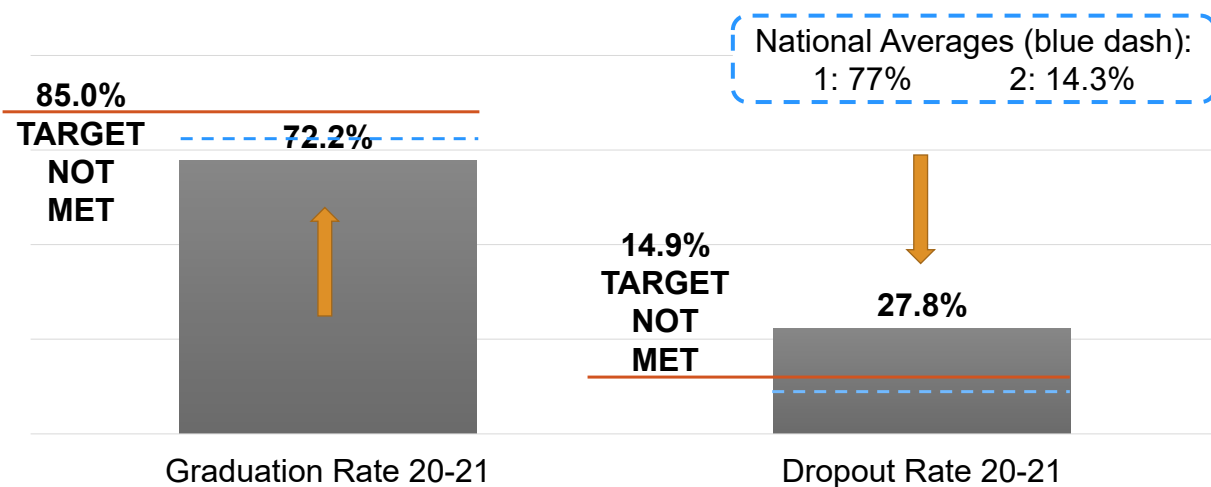
Targets: set by state with community consultation

Source for both: exiting data for prior year pulled from EdPlan; match Accountability database to confirm exit status

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1 & 2: Graduation & Dropout Results

National Averages (blue dash):
1: 77%   2: 14.3%

85.0%
TARGET NOT MET

72.2%

14.9% TARGET NOT MET

27.8%

Graduation Rate 20-21   Dropout Rate 20-21

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Discussion: Indicators 1 & 2

- What can the state do to support districts to increase the chances of students graduating instead of dropping out?

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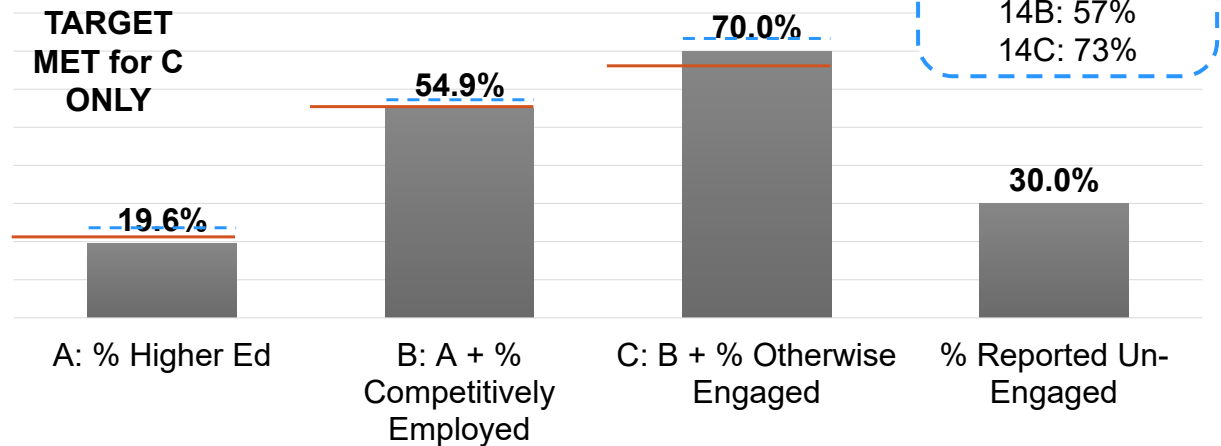---

Indicator 14: Post-Secondary Outcomes

Question addressed:

What are exiters with IEPs doing **after high school**?

Targets: set by state with community consultation

Sources: Survey of "exiters" from two school years prior, conducted by TAESE the previous year

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14: Post-Secondary Outcomes

National Averages
(blue dash):
14A: 23%
14B: 57%
14C: 73%

TARGET
MET for C
ONLY

70.0%

54.9%

30.0%

19.6%

A: % Higher Ed

B: A + %
Competitively
Employed

C: B + % Otherwise
Engaged

% Reported Un-
Engaged

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Discussion: Indicator 14

• What can the state and districts do to:
  • Increase response rates on the survey?
  • Improve post-secondary outcomes?

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Thank you!

- Please contact anyone at OSDE-SES (405-521-3551) if you…
  - would like to share more ideas for improving student outcomes,
  - would like more information about special education data, or
  - if you have questions about special education.

- For more information about the APR or the SSIP, we have a website for that!
  - https://sde.ok.gov/apr-target-setting
  - https://sde.ok.gov/state-systemic-improvement-plan

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