

Individuals with Disabilities Education Act (IDEA)

IDEA B State Advisory Panel

Francis Tuttle, Portland Campus– 3500 Northwest 150th Street – Oklahoma City, OK 73142

1:00 PM- 4:00 PM

Thursday, March 7, 2019

**MINUTES**

**Present:**

Sharon Baker, JoAnne Blades, Jamie Brock, Aaron Bullock, Penny Cantley, Sherri Coats, Sky Collins, Malissa Cook, Darci Forrester, Cindy Gould, Marsha Herron, Lynn Hodge, Tiffany Jenkins, Michelle Koehn, Cassie Lynch, Kylie Lyons, Bonnie McBride, Thomas McBride, Becky Moore, Jennifer Robinson, Mandy Seward, Terry Spigner, and Linda Whaley.

**Absent:**

Kathy Brown, Latisha Coats, Kaylin Coody, Malarie Deardroff, Melinda Freundt, Tara Hood, Jordan House, Linda Jaco, Tina Kaminski Michelle Keiper, Andrea Kunkel, Jamie Lahey, Sharon Long, Janice Morris, Sonya Parsons, Ashley Rhoades, Ashlee Robson, Julie Sanders, Ginger Trouba, Ann Trudgen, Lori Wathen, and Lori Wieder.

**State Department of Education Employees:**

Abby Johnson, Christa Knight, Todd Loftin, and Ginger Elliott-Teague

**Todd Loftin (OSDE): Welcome and Remembrance of Larry Hawkins**

Todd Loftin called the meeting to order at 1:10 p.m. He also called for a moment of silence to remember Larry Hawkins, a member of the IDEA B Panel.

**Todd Loftin (OSDE): OSDE Updates**

Todd Loftin discussed with the panel that the grant application for IDEA B is due in May. The draft has been posted on the OSDE website and feedback is encouraged. The budget listed is estimated based on previous budgets. If anyone has questions regarding the draft or grant application, they are asked to contact Todd Loftin.

The department is putting together contracts for Dyslexia and Autism Workgroups that will be held in the fall. Along with the preparation for upcoming trainings, the department recently hosted Goals and Progress Monitoring workshops and had excellent participation and attendance.

## **Ginger Elliott-Teague (OSDE): Annual Performance Review**

Ginger Elliott-Teague discussed the Annual Performance Review. It is as follows:

Sixteen accountability indicators are reported to the Office of Special Education Programming (OSEP) on an annual basis. Indicator data are drawn from the district end-of-year reports, October child counts, and various other sources (including annual assessment reports and the comprehensive exit report). Districts are responsible to OSDE for meeting a target for each indicator, just as the State is responsible to OSEP. OSDE-SES uses a District Data Profile tool to share results with the districts annually. The data are aggregated to report to OSEP.

In two-thirds of the compliance and performance indicators, Oklahoma improved or maintained its score from FFY 2016. Twenty of the thirty measures meet target. Highlights include:

- The graduation and drop-out rates for students in special education are substantially better than last year (Indicators 1 & 2).
- The participation of special education students in reading and math assessments is close to 100 percent, exceeding the state target (Indicator 3B).
- Nearly 90 percent of students with disabilities (ages 6 to 21) are incorporated into the general education classroom at least 40 percent of the time (Indicator 5).
- On every measure of early childhood outcomes (Indicator 7, Outcomes A, B & C), Oklahoma maintained or improved its performance and exceeded state targets.
- Parents' assessment of districts' program and service quality improved considerably to a 98.4% approval rate (Indicator 8).
- After senior year, more students are engaged in work or education than previously, and the percentage of students in higher education continues to increase (Indicator 14).

However, Oklahoma also underachieved on several indicators. Of prominence:

- Assessment proficiency has dropped in both Math and Reading (Indicator 3C).
- As districts have revised their suspension policies and procedures, fewer districts have the minimum number of students to be assessed in the calculation of significant discrepancy in discipline (Indicator 4A). This has resulted in a substantial increase in the percentage of districts deemed discrepant.
- The percentage of early education students who receive services in the general education classroom dropped two points and is now far below target, while slightly more students are being served in separate classrooms or school sites (Indicator 6). (PowerPoint Attached)

### **Christa Knight (OSDE): Summit on Behavior and Climate in Schools**

Christa Knight discussed the department's plans to host a Summit on Behavior and Climate in Schools. The purpose of the Summit is to develop well-informed recommendations for legislative, pre-services and in-service supports, based on input from stakeholders as well as objective sources of data, designed to address social-emotional and behavioral needs present in Oklahoma Schools.

The Summit on Behavior will consist of four meetings, each attended by targeted group representative stakeholders with expertise essential for accomplishing the specific task outlined in the Summit.

A survey was sent out to gather important data from stakeholders. Data collected through this survey will be used to help plan the agenda for the first meeting.

### **Todd Loftin (OSDE): Panel Priorities**

Todd Loftin asked for guidance from the panel to identify which priority we want to focus on first. The two priorities chosen by the panel are: 1) Education Stakeholder Training and 2) Assistive Technology. Both priorities will focus on subcategories such as professional development, inclusion, and behavior.

### **Todd Loftin (OSDE): Meeting Dates/Location**

The next IDEA B Panel meeting is June 6, 2019 in Oklahoma City, OK at the Oklahoma State Department of Education (Oliver Hodge Building).

### **Todd Loftin (OSDE): Adjourn**

Motion to adjourn the meeting, seconded, meeting adjourned at 4:00 p.m.