

## Introduction

The Oklahoma State Department of Education (OSDE) is focused on high outcomes for all students in the state. The vision at the OSDE is to have all students' college, career and citizenship ready. In order to accomplish this task the OSDE has taken several steps to ensure all children in Oklahoma receive the education they need to be successful in life. To accomplish this task the OSDE has worked closely with the Oklahoma Legislature to implement several educational reform laws that focus on high outcomes for all students. The Special Education Services (SES) division is an **essential** member of the team working to implement these new reforms. The OSDE is currently working on implementing:

- The Reading Sufficiency Act (RSA)
- Elimination of the Modified Assessment Option
- Teacher Leader Effectiveness (TLE)
- The *Elementary and Secondary Education Act* (ESEA) Waiver
- A-F grading system for school districts
- Special Education Interim Study

The SES division works directly with all sections within the OSDE to ensure that children with disabilities are represented. For example, the SES division is aligned with the overall structure of the agency and works directly with general education partners to focus on student **outcomes**. In particular, the **Assessment and Instruction** section of the SES works closely with the agency's **Office of Assessment and Accountability** and the **Office of School Improvement**. The Compliance, Data and Finance (**CDF**) section of the OSDE-SES works directly with the Office of the Comptroller and the Executive Director of the state's longitudinal data system (SLDS). The **Early Childhood Section**, including **SoonerStart**, **Oklahoma's Early Intervention Program**, works with community partners such as **Oklahoma Parents as Teachers (OPAT)**, the **Maternal and Child Health Home Visitation Program**, and the **school readiness program, Smart Start Oklahoma**.

In addition to working with our general education partners the SES has focused on student improvement by working on the following overall **improvement** activities that includes all indicators:

- Results Driven Accountability (RDA) Outcomes from our 2011 Continuous Improvement Visit (CIV)
- General **Supervision** Manual
- Completing Prong II of monitoring activities from 2009-10, 2010-11, and 2011-12.
- Development of a IEP Process Guide
- Development of a Handbook that includes best practices in special education
- Data Manual
- Finance Manual
- Development of Professional Development Activities that focus on areas of need
- Align SES budget to accommodate districts and improvement activities
- Use Part B administrative funding to flow to districts to help ease the sequestration cuts