November 2, 2026

Oklahoma State Department of Education (OSDE) Public Notice and Comment Period

Waiver Request Pursuant to 34 C.F.R. §200.6(c)(4)

The Every Student Succeeds Act (ESSA) amended a provision of Title 1 of the Elementary and Secondary Education Act of 1965 related to students participating in alternate assessments of each State Education Agency's (SEA's) statewide assessment. ESSA requires SEAs to submit waiver requests to the U.S. Department of Education if they have more than 1.0 percent of their student testing population participating in the alternate assessment in any subject area. OSDE anticipates Oklahoma will exceed the 1.0 percent cap based on preliminary data.

Oklahoma was granted a waiver for the 2025-2026 school year. The Oklahoma State Department of Education (OSDE) is requesting from the Secretary of the United States Department of Education an extension of the waiver of the 1.0 percent cap in ESEA section 1111(b)(2)(D)(i)(I) on the number of students who participate in alternate assessments aligned with alternate academic achievement standards (AA-AAAS) for the 2026-2027 school year for subject areas: math, ELA, and science. The Oklahoma Alternate Assessment Program (OAAP) is Oklahoma's alternate assessment aligned with alternate academic achievement standards (AA-AAAS) for students with the most significant cognitive disabilities.

Oklahoma LEAs best understand how to identify the most appropriate assessment for students with disabilities. Our LEAs submit Justification Statements, provide assurances from Superintendents, and utilize OSDE-provided resources, including the *Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments*.

OSDE-SES continues to address this area of need by providing supports and exploring new methods to reach the 1.0 percent cap.

OSDE is seeking comments on this waiver extension request. Any individual or organization may submit written comments on the proposed waiver pursuant to 34C.F.R. §200.6(c)(4). Comments will be submitted to the U.S. Department of Education. OSDE is providing statewide notice by sending the request for public comment out in our state agency wide bi-weekly newsletter, posting in our Special Education Services hub in EdPlan (SES-Hub), and posting the waiver application on the Oklahoma State Department of Education, Special Education Services (OSDE-SES) and Assessment webpage. Comments and questions should be submitted either by email to Sherri Coats, Program Director, Special Education Services, using the following email: Abby.Johnson@sde.ok.gov or by filling our the Public Comment Form. Public comments must be submitted no later than **5:00 pm Thursday, December 2, 2026.**

Section 1: Waiver Request

Requirement 1 – (§200.6(c)(4)(i)): Submit the waiver request at least 90 days before testing window starts for the relevant subject.

OSDE Response	Supporting Evidence

OSDE-SES indicated the dates of its alternate assessment testing window and confirmed that the waiver request was being submitted 90 days prior to the beginning of the testing window.	The Oklahoma Alternate Assessment Program's (OAAP) operational window is March 24, 2027, through May 14, 2027. OSDE will submit a waiver request to the U.S. Department of Education for the subject areas of Math, ELA, and Science prior to Thursday, December 24, 2026.
	• Date that is 90 days prior to the start date for the OAAP: December 24, 2026.
	• OAAP Year-End Operational Window (required) is March 24, 2027, through May 14, 2027.
	• Instructionally Embedded (IE) assessments are for instructional purposes and are optional for LEAs. The IE window is September 14, 2026, through February 19, 2027.
	• The OAAP testing schedule is disseminated through the following established channels:
	  • The Special Education Services Hub in EdPlan
	  • The state agency bi-weekly communications,
	  • Posting to the OAAP webpage.
	• An OAAP Update detailing the 2026-2027 testing schedules was sent to all LEAs through SES-Hub and the state agency bi-weekly newsletter on August 11, 2026, and September 9, 2026. (Requirement 1 Attachment 1).

Requirement 2 (A) - (§200.6(c)(4)(ii)(A)): Provide State-level data from the current or previous year that shows the number and percent in each subgroup who took the alternate assessment in the subject area.

2025-2026 Oklahoma Student Participation in ELA by Subgroup

Subgroup	Number Participating in statewide assessment (ELA) 2026	Number participating in the OAAP (ELA) 2026	Percent participating in the OAAP (ELA) 2026
All students	348241	4707	1.35%
Black	26914	586	2.18%
White	150033	1869	1.25%
Hispanic	74338	977	1.31%
Economically disadvantaged	222446	3864	1.74%
English Learner	37398	523	1.40%
Homeless	9634	181	1.88%
Asian	8639	154	1.78%
Hawaiian/Pacific Islander	1664	36	2.16%
Two or More Races	50630	680	1.34%
American-Indian/Alaskan Native	36023	405	1.12%
Male	178723	3135	1.75%
Female	169518	1572	0.93%

OKLAHOMA Education

2025-2026 Oklahoma Student Participation in Math by Subgroup

Subgroup	Number participating in statewide assessment (Math) 2026	Number participating in the OAAP (Math) 2026	Percent participating in the OAAP (Math) 2026
All students	347919	4705	1.35%
Black	26847	586	2.18%
White	149930	1868	1.25%
Hispanic	74258	977	1.32%
Economically disadvantaged	222159	3862	1.74%
English Learner	37361	523	1.40%
Homeless	9613	181	1.88%
Asian	8637	154	1.78%
Hawaiian/Pacific Islander	1666	36	2.16%
Two or More Races	50586	679	1.34%
American Indian/Alaskan Native	35995	405	1.13%
Male	178545	3133	1.75%
Female	169374	1572	0.93%

2025-2026 Oklahoma Student Participation in Science by Subgroup

Subgroup	Number participating in statewide assessment (Science) 2026	Number participating in the OAAP (Science) 2026	Percent participating in the OAAP (Science) 2026
All students	149312	1905	1.28%
Black	11582	238	2.05%
White	64951	764	1.18%
Hispanic	31634	394	1.25%
Economically disadvantaged	92557	1548	1.67%
English Learner	15336	180	1.17%
Homeless	4017	72	1.79%
Asian	3725	64	1.72%
Hawaiian/Pacific Islander	715	10	1.40%
Two or More Races	21102	269	1.27%
American Indian/Alaskan Native	15603	166	1.06%
Male	76357	1241	1.63%
Female	72955	664	0.91%

Requirement 2 (B) - (§200.6(c)(4)(ii)(B)): Provide State-level data from the current or previous year on the overall assessment participation rate for all students and for students with disabilities.

Group	All Students Grades 3-8 and High School ELA	Students with Disabilities Grades 3-8 and High School ELA
Students Assessed	348241	70900
Students Enrolled	351723	72044
Assessment Participation Rate	99.01%	98.41%
Group	**All Students Grades 3-8 and High School Math**	**Students with Disabilities Grades 3-8 and High School Math**
Students Assessed	347919	70814
Students Enrolled	351633	72013
Assessment Participation Rate	98.94%	98.34%
Group	**All Students Grades 3-8 and High School Science**	**Students with Disabilities Grades 3-8 and High School Science**
Students Assessed	149312	28129
Students Enrolled	151773	28857
Assessment Participation Rate	98.38%	97.48%

Requirement 3 (A) – (§200.6(c)(4)(iii)(A)): Provide assurance that districts over 1.0 percent participation in the alternate assessment followed the state's participation guidelines.

OSDE Response	Supporting Evidence
OSDE-SES provided an assurance that it has verified that each district with more than 1.0 percent participation in the OAAP followed the state's guidelines for participation.	Each LEA that is over 1.0 percent provides a written assurance to address the following: • IEP teams followed the state's *Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments* • IEP teams are correctly identifying students with the most significant cognitive disabilities based on the evidence in the *Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments* • IEP teams are informing parents/guardians of the implications associated with their child being assessed on the alternate assessment (Parent Brochure) • IEP teams have completed the *Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments* within our online IEP platform Assurance statements regarding the responsibility of IEP teams to follow the OAAP participation requirements are gathered annually from all LEA Superintendents as part of their LEA Agreements prior to the start of each new fiscal year. LEAs must complete Assurances before they can submit their LEA agreement. OSDE makes no payments until assurances and agreements are approved. The OSDE-SES utilizes an online grants management system to gather the assurance statements. (Requirement 3 [A] Attachment)

Requirement 3 (B) – (§200.6(c)(4)(iii)(B)): Provide assurance that any disproportionality in students taking the alternate assessment will be addressed.

OSDE Response	Supporting Evidence
Oklahoma has provided an assurance that it has verified that each LEA with more than 1.0 percent participation in the OAAP will address any disproportionality in participation in the alternate assessment.	OSDE continues to address disproportionality in the percentage of students in any subgroup, taking the alternate assessment through the steps addressed below: • Calculating and analyzing participation rates among subgroups at state and district levels; • Identifying subgroups over-represented in the DLM participation counts; • Reviewing district justifications and data to identify unusual patterns and high participation rates across subgroups; • Districts that fall into tiers 1 through 3 for the first time (explained in more detail in Requirement 4 [B]) will respond to additional questions addressing disproportionality when they complete their Toolkit. The OSDE annually examines finalized state assessment participation data for disproportionality between the OAAP and OSTP student participation for subgroups listed in 2(A), as well as Native Americans and male students. The two additional subgroups were chosen due to having historically experienced disproportionality in Oklahoma. The disproportionality rate for OAAP participation is set at 2.5%. Districts are asked whether disproportionality exists in the *Justification for Exceeding 1.0 Percent OAAP Participation* survey.

Requirement 4 (A) – (§200.6(c)(4)(iv)(A)): Submit a plan and timeline by which the State will improve the implementation of its participation guidelines, including if necessary, revising its definition of "students with the most significant cognitive disabilities" in future school years.

OSDE Response	Supporting Evidence
Oklahoma provided a plan and timeline for future school years for improving its guidelines, including its definition of students with the most significant cognitive disabilities.	The OSDE-SES worked in conjunction with three groups of stakeholders during the 2017-18 school year to develop a state definition of "students with the most significant cognitive disabilities." The definition has been included in the required professional development trainings regarding the Oklahoma Alternate Assessment Program (OAAP) participation criteria. In addition, LEAs may print copies of the State definition from OSDE-SES webpage to provide to IEP team members. (Requirement 4[A], Attachment 1) **2022-2023 Plan and Timeline for Improving Our Participation Guidelines:** • Our OAAP Program Manager participates in the bi-monthly NCEO 1.0% calls to increase knowledge on how to move Oklahoma forward in lowering our percentage. • The OSDE staff participates in the CCSSO-SCASS and CCSSO-ASES meetings to increase our knowledge about assessing students with the most significant cognitive disabilities. • July 2022: Training provided to Special Education Directors regarding OAAP and ensuring their teams refer to our definition of a student with the most significant cognitive disability. • An OAAP Memo is sent out through our listserv to

	inform district test coordinators, special education directors, and teachers of any relevant information and upcoming training related to students with the most significant cognitive disabilities. **2023-2024 Plan and Timeline for Improving Our Participation Guidelines:** • Our OAAP Program Manager participates in the bi-monthly NCEO 1.0% calls to increase knowledge on how to move Oklahoma forward in lowering our percentage. • The OSDE informed districts in February 2023 that the diploma option for students participating in the alternate assessment would transition from a standard high school diploma to a state-defined alternate diploma in compliance with ESSA requirements. • July 2023: Training provided regarding the *Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments* and ensuring their teams understand what each question on the checklist means. OSDE has released an optional *Guidance Rubric for Considering Student Eligibility for the Oklahoma Alternate Assessment Program (OAAP)* to assist IEP teams when deciding to place a student on alternate assessment. July 2023: OSDE released an updated *Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments* to separate our previous question one into two separate questions. When conducting file reviews, it came to our attention that IEP teams were overlooking the criteria of a student having a significant intellectual disability AND adaptive behavior deficit.

	2024-2025 Plan and Timeline for Improving Our Participation Guidelines: • Our OAAP Program Manager participates in the bi-monthly NCEO 1.0% calls to increase knowledge on how to move Oklahoma forward in lowering our percentage. • Spring 2024 began the implementation of a state-defined alternate diploma in compliance with ESSA requirements. • The Special Education Services Policies and Procedures Manual provided IEP Teams with guidance on the alternate diploma pathway for students receiving instruction on alternate academic achievement standards and participating in the OAAP. • The OAAP Parent Brochure has been updated to reflect the shift from a standard diploma to an alternate diploma for students participating in the alternate assessment.

	• A monthly OAAP Memo is sent out via listserv to inform district test coordinators, special education directors, and teachers of any relevant information and upcoming training related to students with the most significant cognitive disabilities. • OSDE requires all new test administrators for the alternate assessment to complete a module provided by our testing vendor, DLM, titled "Who are Students with the Most Significant Cognitive Disabilities?". This module focuses on the characteristics that distinguish students with significant cognitive disabilities who take an alternate assessment based on alternate achievement standards from other students with disabilities. • The transition to a state-defined alternate diploma and roll out of a tiered monitoring process have presented valuable learning opportunities for our LEAs. As a result of these initiatives, we have observed a continued decline in our OAAP data. OSDE will reevaluate our implementation plan following the 2024-2025 school year to ensure we continue to make progress toward being under 1 percent. • October 2024: During the state-wide bi-weekly Special Education Directors call, the SDE reviewed progress in reducing alternate assessment participation over time and emphasized the importance of responding to the public comment period.

	2025-2026 Plan and Timeline for Improving Our Participation Guidelines: • The Special Education Services Policies and Procedures Manual provided IEP Teams with guidance on the alternate diploma pathway for students receiving instruction on alternate academic achievement standards and participating in the OAAP. • The OAAP Parent Brochure has been updated to reflect the shift from a standard diploma to an alternate diploma for students participating in the alternate assessment. The Special Education Checklist has a new required parental consent to participate in the alternate assessment in alignment with Oklahoma Statute and 34 C.F.R. § 300.9(a)(1) The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time. • A monthly OAAP Memo is sent out via listserv to inform district test coordinators, special education directors, and teachers of any relevant information and upcoming training related to students with the most significant cognitive disabilities. • OSDE requires all new test administrators for the alternate assessment to complete a module provided by our testing vendor, DLM, titled "Who are Students with the Most Significant Cognitive Disabilities?". This module focuses on the characteristics that distinguish students with significant cognitive disabilities who take an alternate assessment based on alternate

achievement standards from other students with disabilities.

- The Oklahoma state-defined alternate diploma and the rollout of a tiered monitoring process, along with the review of the student confidential records (issuance of noncompliance reports with corrective action plans for all tiers), have presented valuable learning opportunities for our LEAs. As a result of these initiatives, we have observed a continued decline in our OAAP data. OSDE will reevaluate our implementation plan following the 2025-2026 school year to ensure we continue to make progress toward being under 1 percent.

2026-2027 Plan and Timeline for Improving Our Participation Guidelines:

- The Special Education Services Policies and Procedures Manual was updated to align with new language related to the Criteria Checklist changes. These updates were formally presented on to district administrators, special education directors, and educators during the 2026 Oklahoma State Department Special Education Conference, ensuring IEP Teams received clear and consistent guidance on determining eligibility for students participating in the OAAP.
- OSDE continues to implement the annual parental consent requirement established under 70 O.S. § 13-114.6 and aligned with 34 C.F.R. § 300.9(a)(1). LEAs must obtain written parental consent prior to a student's participation in the OAAP, ensuring parents are informed that students participating in the alternate

	assessment receive instruction aligned to alternate academic achievement standards rather than grade-level Oklahoma Academic Standards. LEAs document this consent using the revised Special Education Checklist and OSDE provides on-going guidance to support consistent implementation across districts. • OSDE continues to disseminate monthly OAAP Memo through the state agency bi-weekly newsletter and the SES-Hub to inform district test coordinators, special education directors, and teachers of any relevant updates and upcoming training related to students with the most significant cognitive disabilities. [Requirement 4(A) Attachment 3] • OSDE requires all new test administrators for the alternate assessment to complete a module provided by our testing vendor, DLM, titled "Who are Students with the Most Significant Cognitive Disabilities?". This module provides foundational guidance on the characteristics of students eligible for the OAAP and supports consistent, accurate IEP team decision-making across districts. (Requirement 4 [A], Attachment 4) • OSDE continues to implement the Oklahoma state-defined alternate diploma and the tiered monitoring process, including the review of student confidential records and issuance of noncompliance reports with corrective action plans. These ongoing activities provide valuable learning opportunities for our LEAs and support consistent application of OAAP participation guidelines. As a result of these sustained initiatives, Oklahoma has observed a continued decline in OAAP participation rates. OSDE will reevaluate our

	implementation plan following the 2026-2027 school year to ensure continued progress toward meeting the 1 percent requirement. • Beginning in the 2026-2027 school year, OSDE has established a Community of Practice (CoP) for OAAP teachers. The CoP meets monthly and provides targeted professional learning focused on alternate assessment topics, including test administration practices, instructional strategies aligned with alternate academic achievement standards, and ongoing support for ensuring appropriate participation decisions. This sustained professional development strengthens educator understanding of OAAP participation guidelines and supports consistent IEP team decision-making statewide. [Requirement 4(A) Attachment 5] • OSDE continues to provide annual onboarding training for all new special education directors. The 2026 training, held on October 6, included explicit guidance on the 1% participation cap, the federal requirements for alternate assessment participation, and the proper use of Oklahoma's Criteria Checklist for OAAP participation. This training ensures new directors understand eligibility criteria, compliance expectations, and their role in supporting accurate IEP team decision-making related to alternate assessment participation. • OSDE strengthened its oversight and support of the Oklahoma Alternate Assessment Program by filling two key positions: the OAAP Project Director within the Office of Assessments and the Program Manager for Alternate Standards and Behavior Supports within the Office of Special Education. These positions provide

	coordinated leadership in alternate assessment implementation, participation guideline support, professional development, compliance monitoring, and technical assistance for LEAs. This expanded capacity promotes consistent application of OAAP eligibility criteria and improves IEP team decision-making across districts.

Requirement 4 (B) – (§200.6(c)(4)(iv)(B)): Submit a plan and timeline by which the State will take additional steps to support and provide appropriate oversight to each LEA that the state anticipates will assess more than 1.0 percent with the alternate assessment.

OSDE Response	Supporting Evidence
OSDE continues to implement a comprehensive oversight system to support and monitor LEAs anticipated to exceed the 1.0 percent participation cap. This system includes annual justification collection, tiered monitoring, file reviews, corrective action plans, and targeted technical assistance.	LEAs anticipating exceeding the 1.0 percent cap are annually required to complete the online survey *Justification for Exceeding 1.0 Percent OAAP Participation* (Requirement 4[B], Attachment 1). The survey is disseminated by the Office of Special Education Services and the Office of Assessments. The survey addresses an LEA's projected OAAP participation percentage, the previous year's OAAP disproportionality information, and best practices for determining the appropriate year-end assessment for students with disabilities. The survey closes three weeks prior to the opening of the OAAP operational window. The results of the most recent survey, based on anticipated data, are available on the OAAP Webpage. **2022-2025 Development and Implementation of Tiered Monitoring:** • Beginning in 2022, OSDE's Office of Special Education and Office of Assessment collaborated to develop and implement a tiered monitoring process to support LEAs exceeding the 1.0 percent alternate assessment participation threshold. In 2024-2025 school year, the process evolved further to include monitoring a sampling of 2-3 files for each LEA that exceeded the 1% cap. The OSDE then issued a report of the findings with corrective action plans.

	2025-2026: Continued Monitoring and Corrective Action Follow up • During the 2025-2026 school year, OSDE continued monitoring all LEAs exceeding 1.0 percent alternate assessment participation threshold, regardless of the district n-size. Previously reviewed student IEP files were re-examined to determine whether identified areas of noncompliance had been corrected and whether required changes had been implemented. OSDE reviewed the LEA-level corrections to verify compliance with OAAP participation criteria. • For LEAs identified as exceeding 1.0 percent alternate assessment participation threshold for a second consecutive year, OSDE compared student testing numbers (STNs) from the previous monitoring cycle to determine whether new STNs have been added to OAAP participation. If no new STNs were identified and previously monitored files have been cleared, then the LEA was required to submit an assurance statement. If new students were identified, OSDE reviewed those IEP files and issued a monitoring report. **2026-2027 Plan and Timeline for Supporting and Monitoring LEAs Exceeding the 1.0 percent OAAP Participation** • OSDE strengthened its capacity to provide oversight and support to LEAs exceeding the 1.0 percent alternate assessment participation threshold by filling two key positions: the OAAP Project Director within the Office of Assessments and the Program Manager for Alternate Standards and Behavior Supports within the Office of Special Education. These positions support the

	coordination and implementation of tiered monitoring activities, IEP file reviews, corrective action follow-up, and targeted technical assistance to LEAs. • To further support LEAs anticipated to exceed the 1.0 Percent participation cap, OAAP updated the Eligibility Guidance Rubric companion, which assists IEP teams in making accurate eligibility decisions prior to completing the OAAP Participation Criteria Checklist. This tool provides structured guidance to help teams evaluate whether a student meets the definition of a student with the most significant cognitive disabilities. [Requirement 4(B) Attachment 2] • In July 2026, OSDE provided two targeted professional development sessions at the annual summer Special Education Conference: one focused on updated Criteria Checklist for OAAP eligibility to participate and the 1.0 percent participation cap. These trainings strengthened district capacity to make accurate participation decisions and supported continued implementation of state participation guidelines for the 2026-2027 school year. • Following the publication of the wavier extension request for public comment, OSDE will notify LEAs of the annual requirement to complete the Justification for Exceeding 1.0 percent OAAP Participation survey. LEAs anticipating exceeding the threshold will be required to submit their justifications three weeks prior to the opening of the OAAP Year-End Operational Window on March 24, 2027. • OSDE will continue implementing its established tiered monitoring process, including professional development

	requirements, IEP file reviews, monitoring reports, corrective action plans, and technical assistance to support LEAs in appropriately identifying students eligible for the alternate assessment. [Requirement 4B, Attachment 3] **Small n-size Monitoring:** OSDE will monitor all LEAs exceeding the 1.0 percent alternate assessment participation threshold, regardless of district size or the number of students participating in the OAAP. LEAs with small n-sizes will remain subject to the applicable tiered monitoring requirements, including OSDE review of student IEP files, identification of noncompliance, and verification of corrective actions when necessary.

Requirement 4 (C) – (§200.6(c)(4)(iv)(C)): Submit a plan and timeline by which the State will address any disproportionality in the percentage of students taking the alternate assessment.

OSDE Response	Supporting Evidence
OSDE has established and continues to implement a plan and timeline to identify and address any disproportionality in the percentage of students participating in the alternate assessment. This included monitoring subgroup participation patterns, reviewing district-level data annually, and requiring targeted corrective actions when disproportionality is identified.	All LEAs anticipating exceeding the 1.0 percent cap are required to complete the *Justification for Exceeding 1.0 Percent OAAP Participation* survey. After the year- end assessment data is finalized, OSDE-SES analyzes all LEAs for a discrepancy in disproportionality. • Districts will be notified if disproportionality exists in their district. (Requirement 4 [C], Attachment 1) • Districts will be asked to reflect on their disproportionality by answering the following questions: -What subgroups in your district have the largest discrepancy between participants of the general assessment and the alternate assessment? -When looking at subgroup discrepancies, what hypotheses can be found? -What problem-solving actions will the district take to address the identified hypotheses? • The students selected for file reviews in Tier 2 and Tier 3 districts will be selected based on disability category and disproportionality categories that are overrepresented in a district. • OSDE will provide training if requested or needed based on the review of the district's responses in the *Justification for Exceeding 1.0 Percent OAAP Participation*.

Requirement 5 – (§200.6(c)(4)(v)): Demonstrate substantial progress toward each component of the prior year's plan and timeline, which was required under Requirement 4 (C).

School Year	State Total	Subject	OAAP Student Count	Total Students Tested	OAAP Percentage
2026	State Total	Math	4705	347919	1.35%
2026	State Total	Reading	4707	348241	1.35%
2026	State Total	Science	1905	149312	1.28%
2025	State Total	Math	4776	350870	1.36%
2025	State Total	Reading	4777	351065	1.36%
2025	State Total	Science	1925	150127	1.28%
2024	State Total	Math	4734	350281	1.35%
2024	State Total	Reading	4734	350598	1.35%
2024	State Total	Science	1945	150150	1.30%
2023	State Total	Math	5059	349624	1.45%
2023	State Total	Reading	5062	349916	1.45%
2023	State Total	Science	2054	148707	1.38%

2022	State Total	Math	5248	355523	1.48%
2022	State Total	Reading	5250	355551	1.48%
2022	State Total	Science	2146	150176	1.43%
2021	State Total	Math	5095	326829	1.56%
2021	State Total	Reading	5097	327355	1.56%
2021	State Total	Science	2114	137639	1.54%
2020	State Total	Math	N/A	N/A	N/A
2020	State Total	Reading	N/A	N/A	N/A
2020	State Total	Science	N/A	N/A	N/A
2019	State Total	Math	5779	350827	1.65%
2019	State Total	Reading	5797	351088	1.65%
2019	State Total	Science	2336	144474	1.62%
2018	State Total	Math	5747	345792	1.66%
2018	State Total	Reading	5759	345476	1.67%
2018	State Total	Science	2293	144879	1.58%
2017	State Total	Math	5840	346763	1.68%
2017	State Total	Reading	5852	346316	1.69%
2017	State Total	Science	2167	128009	1.69%

OSDE Response	Supporting Evidence
Oklahoma demonstrated progress toward implanting its prior year's plan and timeline through continued implantation of participation guidelines, monitoring of LEAs exceeding the 1.0 percent threshold, and review of OAAP participation date for disproportionality. OSDE will continue strengthening these efforts during the 2026-2027 school year.	Oklahoma continues its efforts to reduce statewide participation in the Oklahoma Alternate Assessment Program through updated participation guidance, professional development, technical assistance, and tiered monitoring of LEAs exceeding the 1.0 percent threshold. Statewide participation data from 2025 to 2026 reflect a reduction in the number of students assessed across all three subject areas. The statewide participation rate decreased from 1.36% to 1.35% in mathematics and reading, while science remained at 1.28%. Oklahoma's long-term participation trends also demonstrate continued progress toward meeting the federal 1.0 percent requirement. Since 2017, mathematics participation has decreased from 1.68% in 2017 to 1.35%, reading from 1.69% to 1.35%, and science from 1.69% to 1.28%. These reductions reflect the cumulative impact of strengthened IEP team decision-making, improved eligibility guidance, and OSDE's enhanced oversight of OAAP participation. During the 2025-2026 school year, OSDE made progress toward implementing the components of its previous waiver plan • **Implementation of OAAP Participation Guidelines:** OSDE continued providing updated eligibility resources, professional development, and technical assistance to support IEP teams in alternate assessment participation. The implementation of annual parental consent requirements provided an additional opportunity for IEP teams and families to review participation

	decisions. • **Tiered Monitoring and LEA Oversight:** OSDE continued monitoring LEAs exceeding the 1.0 percent threshold through IEP file reviews, reports of findings, and corrective action follow-up. The monitoring process included district assurance statements, and a review of additional OAAP student files. LEAs were required to submit documentation of their reviews and correct identified areas of noncompliance. OSDE reviews district-submitted documentation to verify corrections, and all LEAs with required corrective action plans completed those requirements. • **Review of Disproportionality:** OSDE reviewed OAAP participation data to identify potential disproportionality among LEAs. No LEAs were identified as meeting Oklahoma's established OAAP disproportionality criteria during the 2025-2026 school year. Therefore, no additional district corrective actions related to OAAP disproportionality were required. For the 2026-2027 school year, OSDE has strengthened its capacity to provide oversight and support to LEAs through the addition of the OAAP Project Director in Office of Assessments and the Program Manager for Alternate Standards and Behavior Supports within the Office of Special Education. These positions expand OSDE's ability to support implementation of OAAP participation guidance, professional development, technical assistance, monitoring, and corrective action follow-up, and play a key role in ensuring consistent application of eligibility criteria as Oklahoma continues working toward the federal 1.0 percent participation threshold.

	Public Comment: This will be updated once the public comment period is completed.

Supporting Documentation

2026-2027 OAAP Update

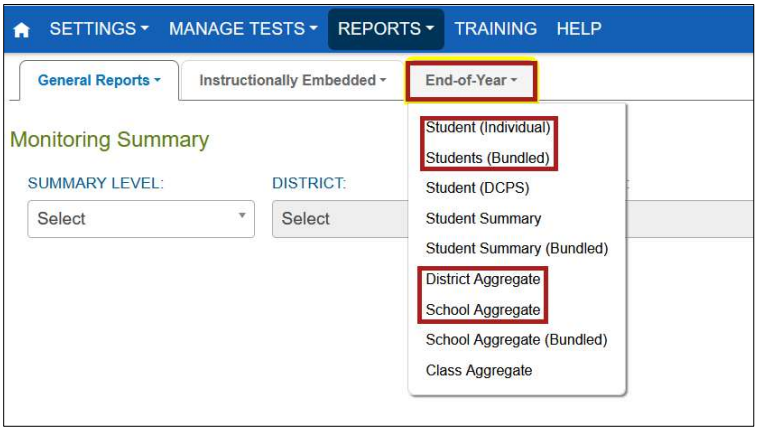
August 6, 2026 Summary

- DLM Score Reports
- DLM Item Writing Recruitment
- Test Administrator Training Updates
- KITE Student Portal Updates
- OAAP Assessment Windows for 2026-2027
- Professional Development
- DLM Reminders

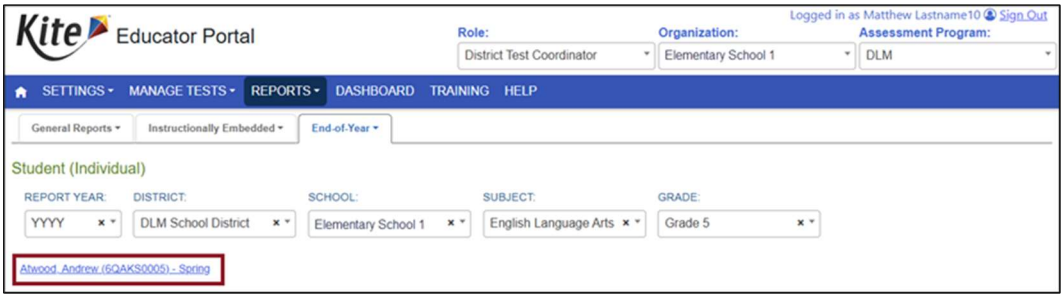
DLM News

2025-2026 Score Reports

The 2025-2026 score reports are available for download in Kite Educator Portal. Score Reports can be accessed in Kite Educator Portal in the **Reports** tab. Select **Alternate Assessment Reports**, **End-of-Year** tab, and select **Student (Individual)** or **Students (Bundled)**.



Complete the filters, then select a student's name to view the Individual Student Score Report.



Bundled Student Score Reports are sorted by grade, student last name, and subject.

- DLM Score Report Videos

2026-2027 OAAP Update

Below please find information about DLM assessment results and individual student reports that your district may want to share with parents.

- Talking with Parents about Score Reports
- Parent Interpretive Guide (English version; Spanish version)

DLM Item Writing Event Recruitment

DLM is seeking both special education and general education teachers with ELA, Math or Science experience to participate in the Dynamic Learning Maps® (DLM®) Item Writing event in Kansas City, Missouri, October 26-29.

This is an opportunity to help develop future DLM assessment content, collaborate with fellow educators, and contribute to meaningful assessment work that supports students with the most significant cognitive disabilities.

Participants receive a daily honorarium or substitute reimbursement, all travel expenses are covered, and additional paid remote writing opportunities may be available following the event.

If you're interested, please complete the **interest survey linked here** by **August 18**. Completing the survey does not obligate you to participate, and selected participants will be contacted after the review process. **See the last page for the flyer.**

Test Administrator Training & Updates

Test Administrator training is open in Kite Educator Portal with refreshed modules and questions. Educators can now access the training by logging into Kite Educator Portal and selecting the Training tab. Below is a link for the Required Administrator Training. Once the first course is complete, the next course will populate. When you receive your certificate of completion, you will know you have completed all the required training! **All Test Administrator Training has been refreshed with new materials and test questions.**

The DLM system will only assign training courses to users **assigned a teacher role** in Educator Portal. District administrators who would like to complete DLM training must assign themselves a teacher role.

- All training must be completed before administering the DLM assessment.
- Each quiz must be completed with a score of 80% or better. All quizzes must be successfully completed for the entire training course to be complete.

Guide to DLM Required Administrator Training 2026-2027

2026-2027 OAAP Update

KITE Student Portal Update

Kite Student Portal has been updated to **version 12 for the 2026–2027 school year**. All student devices will need to be updated to ensure compatibility with the new release.

For those seeing the 'Chrome apps will no longer be supported' message in the Google Admin console, please know that version 12 will use a new, fully supported deployment method for ChromeOS, and once installed, it will be fully compatible with Chromebooks.

The installation instructions for each device can be found on the Kite Suite webpage.

OAAP Testing Dates for 2026-2027

Instructionally Embedded Assessment window will be **September 14, 2026,** to **February 19, 2027.** This is not required but highly encouraged.

Spring Assessment window is **March 24, 2027,** to **May 14, 2027**. **This is required!**

Professional Development

Dynamic Learning Maps offers many valuable professional development resources on their website. We will spotlight a different training in each update that educators may wish to pursue. The first course we are introducing this month is called Beginning Communicators. This course focuses on symbolic and non-symbolic forms of communication, pre-intentional and pre-symbolic communicators, identifies sources of support for building communication skills. You can also read more about DLM Core Vocabulary, with their "First 40" core words here: Communication Supports – Dynamic Learning Maps Professional Development.

- Beginning Communicators Self-Directed Learning Module
- Beginning Communicators Facilitated Module Materials

DLM Reminders

- Subscribe to DLM Test Updates.
- All user accounts in Kite Educator Portal must be current. Please mark users who are no longer associated withyour district for the current school year as inactive. If you utilize the User Upload Template, please use the new templates as there have been many updates to Educator Portal. The User Upload Template is located on Kite Educator Portal under Users on the Upload Users tab.

If you have any questions, don't hesitate to contact us:

Angela Kelly
Project Director
Oklahoma Alternate Assessment Program
Angela.Kelly@sde.ok.gov
405-522-8571

Racheal Becker
Program Manager
Alternate Standards & Behavioral Supports
Racheal.Becker@sde.ok.gov
405-522-6721

2026-2027 OAAP Update



Help Shape the Future of Student Assessment

Help write Dynamic Learning Maps® assessment items.

Your classroom experience can help create better assessments and improve learning opportunities for students.

We are seeking both general education and special education teachers from Dynamic Learning Maps® member states.

We've Got You Covered

- Paid travel ✓
- Hotel ✓
- Breakfast & lunch ✓
- Meals/per diem provided ✓
- Travel expenses reimbursed ✓
- Additional paid remote writing opportunities ✓

October 26–29, 2026
Kansas City Marriott Country Club Plaza

Click this link to complete the interest survey by August 18.

Completing the survey does not obligate you to participate. Selected participants will be contacted after the review process.

DYNAMIC® LEARNING MAPS

2026-2027 OAAP Update

September 9, 2026 Summary

- 2026-2027 Testing Schedule
- Bulk Student Upload
- Professional Development
- DLM Reminders

2026-2027 Testing Schedule

Operational Testing Schedule

- Instructionally Embedded: 9/14/26-2/19/27
- OAAP Spring Window: 3/24/27-5/14/27

	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH
ELA	Yes	Yes	Yes	Yes	Yes	Yes			Yes
MATH	Yes	Yes	Yes	Yes	Yes	Yes			Yes
SCIENCE			Yes			Yes			Yes
HISTORY									Yes

The optional DLM Instructionally Embedded Assessment Window opens **September 14, 2026**. The assessments should be administered only after instruction on an Essential Element and should not be used to establish a baseline. Additional guidance and demonstrations will be provided during the September OAAP Community of Practice. Register here to learn more.

Bulk Student Upload in Kite Educator Portal

OSDE has completed the initial student enrollment into KITE based on the student's IEP records in EdPlan on **September 1, 2026**. All districts should now be able to view their students in Kite Educator Portal. Please review your students, make any necessary updates, and remove any student who is no longer enrolled in your district or eligible for alternate assessment.

Professional Development

OAAP/DLM Community of Practice

OAAP teachers and administrators are invited to visit the new OAAP/DLM Community of Practice website and register for our free monthly virtual sessions. Explore the 2026–2027 schedule and join educators from across Oklahoma to discuss timely OAAP and DLM topics, exchange practical strategies, ask questions, and stay informed.

September's Virtual Session will present DLM's Instructionally Embedded Assessments on **September 24, 2026, at 3:30 PM**. Register here!

DLM Featured Professional Development Module

Teaching Text Comprehension: Anchor-Read-Apply
This month's featured DLM professional development module introduces a practical lesson-planning framework for teaching text comprehension to students with significant cognitive disabilities.

This module helps teachers:

- Identify the three parts of an Anchor-Read-Apply lesson
- Select an opening activity that builds background knowledge and establishes a purpose for reading.
- Teach comprehension during the reading instead of simply asking questions afterward.
- Connect instruction directly to the DLM Essential Elements.

DLM Reminders

- Updated 2026-2027 resources are available on the Oklahoma DLM Webpage.
- New and Returning Test Administrator training can be completed now.
- DLM Help Desk (Phone Number: 844-261-6481; email: DLM-support@ku.edu)
  Do not send any Personally Identifiable Information. The only identifier relating to a student that can be sent is the STN.

If you have any questions, don't hesitate to contact us:

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Project Director
Oklahoma Alternate Assessment Program
Angela.Kelly@sde.ok.gov
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LEA Agreement

The LEA assures that it will include students with disabilities in state/districtwide assessments, with appropriate accommodations, as indicated in the student's IEPs, in accordance with 34 CFR § 300.160 and the "Special Education Policies". Students who, even with appropriate accommodations, cannot participate in state/districtwide assessments will participate in the State's alternate assessments. The LEA will establish and implement guidelines for the participation of students with disabilities in districtwide assessments, with appropriate accommodations in administration, if necessary. These guidelines will also address participation of students with disabilities in alternate assessments for those students who cannot participate, even with appropriate accommodations, in standard districtwide assessment programs. The school district assures that only those students who meet the participation criteria identified in the Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments will participate in the Oklahoma Alternate Assessment Program. The school district also assures that IEP teams will complete the Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments on an annual basis prior to student participation in the alternate assessment.

34 CFR § 300.160 Participation in Assessments.

(A) General. A State must ensure that all children with disabilities are included in all general State and district-wide assessment programs, including assessments described under section 1111 of the ESEA, 20 U.S.C. 6311, with appropriate accommodations and alternate assessments, if necessary, as indicated in the respective IEPs.

(B) Accommodation guidelines.

(1) A State (or, in the case of a district-wide assessment, an LEA) must develop guidelines for the provision of appropriate accommodations.

(2) The State's (or, in the case of a district-wide assessment, the LEA's) guidelines must-

(i) Identify only those accommodations for each assessment that do not invalidate the score; and

(C) Alternate assessments.

(1) A State (or, in the case of a district-wide assessment, an LEA) must develop and implement alternate assessments and guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in regular assessments, even with accommodations, as indicated in their respective IEPs, as provided in paragraph (a) of this section.

(2) For assessing the academic progress of students with disabilities under Title I of the ESEA, the alternate assessments and guidelines in paragraph (c)(1) of this section must provide for alternate assessments that -

(i) Are aligned with the State's challenging academic content standards and challenging student academic achievement standards;

(ii) If the State has adopted modified achievement standards permitted in 34 CFR 200.1(e), measure the achievement of children with disabilities meeting the State's criteria under § 200.1(e)(2) against those standards; and

(iii) If the State has adopted alternate academic achievement standards permitted in 34 CFR 200.1(d), measure the achievement of children with the most significant cognitive disabilities against those standards.

(D) Explanation to IEP Teams. A State (or in the case of a district-wide assessment, an LEA) must provide IEP Teams with a clear explanation of the differences between assessments based on grade-level academic achievement standards and those based on modified or alternate academic achievement standards, including any effects of State and local policies on the student's education resulting from taking an alternate assessment based on alternate academic achievement standards (such as whether only satisfactory performance on a regular assessment would qualify a student for a regular high school diploma).

(E) Inform parents. A State (or in the case of a district-wide assessment, an LEA) must ensure that parents of students selected to be assessed based on alternate academic achievement standards are informed that their child's achievement will be measured based on alternate academic achievement standards.

(F) Reports. An SEA (or, in the case of a district-wide assessment, an LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children, the following:

(1) The number of children with disabilities participating in regular assessments, and the number of those children who were provided accommodations (that did not result in an invalid score) in order to participate in those assessments.

(2) The number of children with disabilities, if any, participating in alternate assessments based on grade-level academic achievement standards.

(3) The number of children with disabilities, if any, participating in alternate assessments based on modified academic achievement standards.

(4) The number of children with disabilities, if any, participating in alternate assessments based on alternate academic achievement standards.

(5) Compared with the achievement of all children, including children with disabilities, the performance results of children with disabilities on regular assessments, alternate assessments based on grade-level academic achievement standards, alternate assessments based on modified academic achievement standards, and alternate assessments based on alternate academic achievement standards if-

(i) The number of children participating in those assessments is sufficient to yield statistically reliable information; and

(ii) Reporting that information will not reveal personally identifiable information about an individual student on those assessments.

(G) Universal design. An SEA (or, in the case of a district-wide assessment, an LEA) must, to extent possible, use universal design principles in developing and administering any assessments under this section. (Authority: 20 U.S.C. 1412(a)(16))

Participation in Assessments

☑ By checking this box and saving the page, the local education agency (LEA) superintendent hereby certifies that he/she has read, understood and will comply with the assurances listed below.

The LEA assures that it will include students with disabilities in state/districtwide assessments, with appropriate accommodations, as indicated in the student's IEPs, in accordance with 34 CFR § 300.160 and the "Special Education Policies". Students who, even with appropriate accommodations, cannot participate in state/districtwide assessments will participate in the State's alternate assessments. The LEA will establish and implement guidelines for the participation of students with disabilities in districtwide assessments, with appropriate accommodations in administration, if necessary. These guidelines will also address participation of students with disabilities in alternate assessments for those students who cannot participate, even with appropriate accommodations, in standard districtwide assessment programs. The school district assures that only those students who meet the participation criteria identified in the Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments will participate in the Oklahoma Alternate Assessment Program. The school district also assures that IEP teams will complete the Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments on an annual basis prior to student participation in the alternate assessment.

34 CFR § 300.160 Paricipation in Assessments.

(A) General. A State must ensure that all children with disabilities are included in all general State and district-wide assessment programs, including assessments described under section 1111 of the ESEA, 20 U.S.C. 6311, with appropriate accommodations and alternate assessments, if necessary, as indicated in the respective IEPs.

(B) Accommodation guidelines.

(1) A State (or, in the case of a district-wide assessment, an LEA) must develop guidelines for the provision of appropriate accommodations.

(2) The State's (or, in the case of a district-wide assessment, the LEA's) guidelines must-

(i) Identify only those accommodations for each assessment that do not invalidate the score; and

(C) Alternate assessments.

(1) A State (or, in the case of a district-wide assessment, an LEA) must develop and implement alternate assessments and guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in regular assessments, even with accommodations, as indicated in their respective IEPs, as provided in paragraph (a) of this section.

(2) For assessing the academic progress of students with disabilities under Title I of the ESEA, the alternate assessments and guidelines in paragraph (c)(1) of this section must provide for alternate assessments that -

(i) Are aligned with the State's challenging academic content standards and challenging student academic achievement standards;

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(iii) If the State has adopted alternate academic achievement standards permitted in 34 CFR 200.1(d), measure the achievement of children with the most significant cognitive disabilities against those standards.

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(E) Inform parents. A State (or in the case of a district-wide assessment, an LEA) must ensure that parents of students selected to be assessed based on alternate academic achievement standards are informed that their child's achievement will be measured based on alternate academic achievement standards.

(C) Alternate assessments.

(1) A State (or, in the case of a district-wide assessment, an LEA) must develop and implement alternate assessments and guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in regular assessments, even with accommodations, as indicated in their respective IEPs, as provided in paragraph (a) of this section.

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(ii) If the State has adopted modified achievement standards permitted in 34 CFR 200.1(e), measure the achievement of children with disabilities meeting the State's criteria under § 200.1(e)(2) against those standards; and

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(F) Reports. An SEA (or, in the case of a district-wide assessment, an LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children, the following:

(1) The number of children with disabilities participating in regular assessments, and the number of those children who were provided accommodations (that did not result in an invalid score) in order to participate in those assessments.

(2) The number of children with disabilities, if any, participating in alternate assessments based on grade-level academic achievement standards.

(3) The number of children with disabilities, if any, participating in alternate assessments based on modified academic achievement standards.

(4) The number of children with disabilities, if any, participating in alternate assessments based on alternate academic achievement standards.

(5) Compared with the achievement of all children, including children with disabilities, the performance results of children with disabilities on regular assessments, alternate assessments based on grade-level academic achievement standards, alternate assessments based on modified academic achievement standards, and alternate assessments based on alternate academic achievement standards if-

(i) The number of children participating in those assessments is sufficient to yield statistically reliable information; and

(ii) Reporting that information will not reveal personally identifiable information about an individual student on those assessments.

(G) Universal design. An SEA (or, in the case of a district-wide assessment, an LEA) must, to extent possible, use universal design principles in developing and administering any assessments under this section. (Authority: 20 U.S.C. 1412(a)(16))

OKLAHOMA STATE DEPARTMENT OF EDUCATION
CHAMPION EXCELLENCE

State Definition of "students with the most significant cognitive disabilities" 34 CFR § 200.6(d)(1)

Students with the most significant cognitive disabilities have limited conceptual skills, written language skills, and understanding of numerical concepts such as quantity, time, and money. Vocabulary and grammar are quite limited and augmentative communication devices are often necessary to communicate with others. They tend to focus on present, everyday events and rarely attempt to analyze or expand on new ideas and concepts through spoken language. Skill acquisition and measurable gains on grade-level alternate academic achievement standards require extensive, direct individualized instruction. These students require substantial supports for all activities of daily living including meal preparation, dressing, grooming, and personal hygiene. Their personal safety is dependent upon constant supervision and will be a concern throughout their lifetime.

CRITERIA CHECKLIST FOR ASSESSING STUDENTS WITH DISABILITIES ON ALTERNATE ASSESSMENTS

Date this IEP Begins:_____ Date this IEP Ends: _____

Name of Student: _____ District/Agency: _____

Student Testing Number (STN): _____

The Oklahoma Alternate Assessment Program ("OAAP") is the statewide assessment developed for the benefit of students with the most significant cognitive disabilities, existing concurrently with significant deficits in adaptive behavior. The OAAP exists because performance expectations aligned with the statewide Oklahoma School Testing Program ("OSTP") General Assessment may not be appropriate even with accommodation(s). Participation in the OAAP is a decision that is made on an annual basis by the Individualized Education Program ("IEP") team. Students who do NOT meet the eligibility criteria provided below MUST NOT participate in the OAAP but instead must participate in the OSTP.

OAAP PARTICIPATION CRITERIA CHECKLIST	YES	NO
Does the student have a significant cognitive disability (composite score must be at least two or more standard deviations below the mean)?	☐	☐
Does the student have significant adaptive behavior deficits (composite score must be at least two or more standard deviations below the mean)?	☐	☐
Does the student's IEP have an adaptive behavior goal and at least two (2) short-term objectives or benchmarks?	☐	☐
Does the student's IEP indicate the student is being instructed using the alternate academic achievement standards in any core content area (*e.g.,* ELA, math, science and social studies)?	☐	☐
Does the IEP team believe extensive family and community support(s) will be a lifelong requirement, regardless of modifications, accommodations, or adaptations implemented in the student's program?	☐	☐
Does the student require intensive instruction in multiple settings (*e.g.,* small group or individual instruction in school, home, and community) to acquire, maintain, generalize, and demonstrate knowledge of skills?	☐	☐
The decision to place the student on an alternate assessment is based on the nature or severity of the student's disability. Therefore, it is NOT based on the student's primary category of disability, the student's educational environment or instructional setting, the percent of time the student is receiving special education, English Learner status, social, cultural, or economic differences, or excessive absences. Further, the decision must NOT be for administrative reasons, such as the student is expected to perform poorly on the OSTP General Assessment, the student displays disruptive behaviors, or the student experiences emotional distress during testing.	☐	☐

If the answer to ANY of the questions above is "NO," the student must participate in the regular assessment through the OSTP General Assessment, with or without accommodations.

If ALL of the answers to the questions above are "YES", the student is eligible to participate in an alternate assessment through the OAAP.

Parental Consent
Oklahoma Alternate Assessment Program
Participation

Even though the IEP team determined the student meets the state-established eligibility criteria to participate in the Oklahoma Alternate Assessment Program ("OAAP"), the parent must provide written consent for the student to participate in the OAAP. The parent MUST check the box "does consent" and provide a signature representing their written consent for the student to participate in the OAAP.

Refusal of parental consent means that the student will be assessed using the regular district and state assessments with appropriate accommodations, modifications, and supplementary aids and services, and that the student will be taught to the general education standards and not to the alternate academic achievement standards. *See* 70 O.S. § 13-114.6(B)(1). Additionally, refusal of parental consent may result in the district seeking to obtain approval through a due process hearing in accordance with 34 C.F.R., Sections 300.507. *See* 70 O.S. § 13-114.6(C).

☐ Does Consent (I understand my child **WILL** participate in the OAAP)

_____ _____

*****Parent/Guardian Signature Date

*****Pursuant to 34 C.F.R. § 300.9(a)(1) "The parent understands that the **granting of consent is voluntary** on the part of the parent **and may be revoked at any time**."

☐ Does **NOT** Consent (I understand my child **WILL NOT** participate in the OAAP)

_____ _____

******Parent/Guardian Signature Date

******By **refusing consent** for my child to participate in the OAAP, I understand my child **will participate in the OSTP general assessment**. I also understand that by refusing consent for my child to participate in the OAAP, then my child will be taught to general education standards and **will not be taught to alternate academic achievement standards**.

2026-2027 OAAP Update

October 20, 2026 Summary

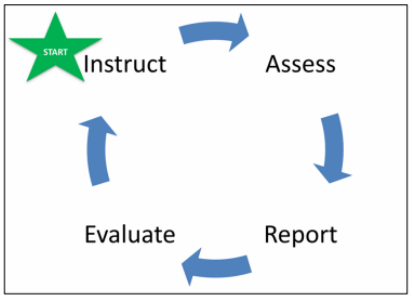
- Using Instructionally Embedded Assessments
- Professional Development
- DLM Recruitment for Science Standards Setting
- DLM Reminders

Using Instructionally Embedded Assessments Effectively

Available from **September 14, 2026**, to **February 19, 2027**.

These assessments are designed to support instruction and provide information teachers can use when planning next steps for individual students.

Teach the Essential Element before administering its testlet. Instructionally Embedded assessments should not be used as pretests or to establish a baseline.



Use the linkage level recommended by the system after completion of the First Contact Survey or select a different linkage level when the teacher's knowledge of the student indicates another level is more appropriate.

Students do not need to complete every linkage level, master one level before moving to another, or be assessed on the same Essential Elements as other students in the class. Use the results with classroom observations and student work to evaluate learning and plan differentiated instruction.

Teachers must complete training, verify their roster, submit the First Contact Survey (FCS) and the Personal Needs and Preferences (PNP) for students before accessing this in Educator Portal. The Educator Portal User Guide has steps for FCS and PNP beginning on page 36.

The Educator Portal Guide has detailed steps and pictures on setting up assessments for students starting on page 56.

Professional Development

OAAP/DLM Community of Practice

OAAP teachers and administrators are invited to visit the new OAAP/DLM Community of Practice website and register for our free monthly virtual sessions.

Join us for October's virtual session, where Lori Chestnut will present on the OAAP and the IEP, on **October 29, 2026**, at **3:30 PM.** Register here!

DLM Featured Professional Development Module

Principles of Effective Instruction in English Language Arts

This month's featured DLM professional development module is focused on evidence-based strategies for teaching English Language Arts content and the DLM Essential Elements.

This module helps teachers:

- Connect grade-level ELA instruction to the DLM Essential Elements
- Provide effective instructional practices for SWSCD
- Plan meaningful, accessible ELA learning opportunities based on individual student needs

DLM Standard Setting Interest Survey

We are seeking educators with science and special education experience to participate in the Dynamic Learning Maps® (DLM®) Science Standard Setting event in Tulsa, OK, June 7–11, 2027.

This is an opportunity to help develop future DLM assessment content, collaborate with fellow educators, and contribute to meaningful assessment work that supports students with the most significant cognitive disabilities.

Participants will receive a daily honorarium or substitute reimbursement, and travel expenses will be covered.

If interested, please complete the survey here, KU Survey Link, by **5 p.m. CT on October 29**. Completing the survey does not obligate you to participate, and selected participants will be contacted after the review process.

Additional event details are available in the attached flyer.

DLM Reminders

- All user accounts in Kite Educator Portal must be current. Please mark users who are no longer associated with your district for the current school year as inactive.
- New and Returning Test Administrator training should be completed now.
- **DLM Help Desk**: 844-261-6481 | DLM-support@ku.edu
  Do not send any personally identifiable information. The only student identifier that may be sent is the STN.

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405-522-6721

Your Expertise Can Help Define Student Achievement

Help shape how performance on the Dynamic Learning Maps® science assessment is designed. We are seeking educators to bring their classroom experience and expertise to the process of determining performance levels for DLM science.





Your Time and Expertise Are Valued

- Paid travel
- Hotel
- Breakfast & lunch
- Per diem
- $300/day honorarium or substitute reimbursement

June 7–11, 2027 Hyatt Regency Tulsa

Click this link to complete the interest Survey by 5 p.m. on Oct 29th.

Completing the survey does not obligate you to participate. Selected participants will be contacted after the review process.

DYNAMIC® LEARNING MAPS

OK 2026-27 Required Training for New DLM Test Administrators

Navigation

- Dashboard
  - Site home
  - My courses
    - OK - Facilitators - 2027
    - OK - New - 2027
      - Who are Students with the Most Significant Cogniti...
        - **Who are Students with the Most Significant Cogniti...**
    - OK - Returning - 2027

Administration

- Course administration

Who are Students with the Most Significant Cognitive Disabilities

✓ **Done:** View



⇥ Guide to DLM Required Test Administrator Training 2026-27

Jump to activity

Who are Students with the Most Significant Cognitive Disabilities Quiz ⇤

2026–2027 SERIES

OAAP/DLM Community of Practice

Monthly virtual sessions for Oklahoma educators supporting students in the Alternate Assessment Program

See all sessions

Contact us

ABOUT THE SERIES

A supportive community for OAAP/DLM educators to connect and grow

The OAAP/DLM Community of Practice is a recurring virtual professional development series designed specifically for Oklahoma educators who instruct students using the Oklahoma Alternate Assessment Program (OAAP) and/or administer OAAP testing through the Dynamic Learning Maps (DL

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assessment. Each month, participants gather to share experiences, ask questions, and learn from one another in a supportive environment.

Whether you are a veteran educator or new to instructing students on alternate standards, these sessions are built to help you build confidence with the OAAP/DLM system, understand best practices, and feel prepared to support your students every step of the way.

Connect with peers across the state, exchange practical ideas, stay up to date with important updates, and leave each session with strategies you can put into action right away.

- Built for Oklahoma OAAP/DLM educators
- Facilitated conversation, not another webinar
- Practical strategies you can use immediately

At a glance

WHEN
Monthly, 3:30 – 4:15 pm

WHERE
Virtual

COST
Free for Oklahoma educators

CONTACT
Racheal Becker
Angela Kelly

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THE 2026–2027 CALENDAR

Reserve your seat

Click the registration link for each session you want to attend. Each link takes you to the corresponding registration page.

All times shown in Central Time.

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SESSION 1

Thursday, August 27, 2026

3:30 – 4:15 pm

Angie Kelly — Getting Started

View session slideshow

Register

SESSION 2

Thursday, September 24, 2026

3:30 – 4:15 pm

Ronda Layman — Instructionally Embedded Resources

View session flyer

View session slideshow

Register

SESSION 3

Thursday, October 29, 2026

3:30 – 4:15 pm

Lori Chesnut — OAAP and the IEP

Register

SESSION 4

Thursday, December 10, 2026

3:30 – 4:15 pm

Sheryl Hazelbaker & Tiffany Massie — Instructional Strategies

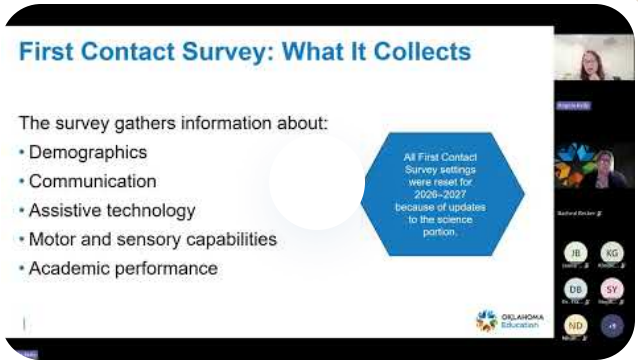
Register

PREVIOUS RECORDINGS

Catch up on past sessions

Open playlist on YouTube

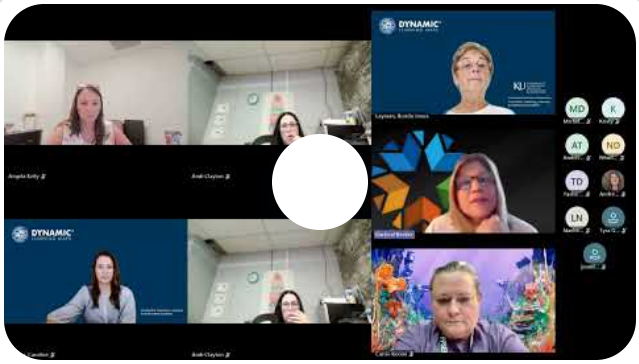
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Session 1 Recording

August 2026

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Session 2 Recording

September 2026

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Behavior Intervention Library

A searchable library of behavior interventions and strategies you can browse and use with your students.

Open the library

Questions before you register?

Reach out to Racheal Becker or Angela Kelly at the Oklahoma State Department of Education and they'll get you pointed in the right direction.

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OKLAHOMA STATE DEPARTMENT OF EDUCATION

Guidance Rubric for Considering Student Eligibility for the Oklahoma Alternate Assessment Program (OAAP)

Student Name: _____ Date: _____

School: _____ Date of Birth: _____

Parent(s)/Guardian(s)_____ Grade: _____

This rubric is provided as a companion document to The Criteria Checklist for Assessing Student with Disabilities on Alternate Assessments to assist Individualized Education Program (IEP) Teams in making appropriate decisions regarding student participation in the Oklahoma Alternate Assessment Program (OAAP) for students with the most significant cognitive disabilities and adaptive behavior deficits.

IEP Teams must use various data sets in review of a student's eligibility to participate in the OAAP which may include:

- Evaluation team reports
- Benchmark assessment data
- Diagnostic assessments
- Assistive Technology (AT) evaluation
- Speech and Language assessments that determine expressive/receptive language communication status.
- IEP goal/objectives progress data
- Both formative academic and transition assessment data
- Adaptive skills checklists/inventories
- Progress on functional, daily living and life skill standards
- Sensory and/or motor assessments describing access modes of communication, fine/gross motor tasks.

Evidence for the decision to participate in the OAAP is **NOT BASED** on:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social, cultural, or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education services
8. English Learner (EL) status
9. Low reading level/achievement level
10. Anticipated disruptive behavior
11. Impact of student scores on the accountability system
12. Administration decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/ Augmentative and Alternative Communication (AAC) to participate in the assessment process

Note: Intelligence quotient (IQ) scores are not a reliable measure when used in isolation to determining eligibility, as many of the assessment tools used to determine IQ are not fully accessible for learners with significant motor, communication, and sensory complexities. IQ scores should never be used in isolation to determine eligibility.

Rubric for Determining Eligibility for OAAP Participation

Directions: Review a student's IEP, assessment data, and related documents to answer each question. Mark the column that best answers the question. Responses do not all need to be in the far-right column, but **most** should be in the 3rd column. Only a small number of learners, approximately 1.0 percent across the entire state, should qualify as meeting the criteria for the OAAP designed for Students with the most significant cognitive disabilities.

1. Does the student have a **current IEP**? (Skip question if this is for an Initial IEP. Questions regarding IEP content should be answered through supporting documentation)		
No. Stop here, the student is not eligible for alternate assessment.	Yes. Continue to question #2.	
2. Does the cognitive assessment data support a **most significant cognitive disability** (typically 2 or more standard deviations below the mean as determined by district administered ability assessment, plus significant impairments to a person's ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly, and learn from experience? If the student is in the **not limited or borderline cognitive limitations category, please stop here**; the student is not eligible for the alternate assessment.		
Not limited	**Borderline Cognitive Limitations**	**Significant Cognitive Limitations**
Verbal Intelligence/Cognition (related to language skills)		
Verbal intelligence in average range or above	Verbal Intelligence -1.50 to -2.0 SD	Verbal Intelligence -2 SD or more below the mean
Nonverbal Intelligence/Cognition (related to visual-spatial skills)		
Non-verbal intelligence in average range or above	Non-verbal Intelligence -1.50 to -2.0 SD	Non-verbal Intelligence -2 SD or more below the mean
Thinking/Reasoning/Problem-Solving		
Reasoning and problem-solving skills at age-level or within average range on an assessment	Requires special education services, including modifications and levels of scaffolding to complete reasoning and problem-solving tasks	Dependent on others for completing tasks that require reasoning and problem-solving
Executive Function/Attention/Memory		
Cognitive planning and working memory at age-level or within average range on an assessment	Requires special education services, including modifications and levels of scaffolding to support cognitive planning and working memory	Dependent on others for completing tasks that require cognitive planning and working memory
Learning		
Learning grade level academic skills	Learning general standards or mastering target or successor linkage level EEs with increasing levels of assistance from special education services and supports	Making progress on the Essential Elements (EEs) with moderate/maximal levels of support

3. Does the adaptive assessment data support a most significant deficit in adaptive **behavior**? Does the student require systematic, direct instruction of adaptive behavior (an individual's ability to apply social and practical skills in everyday life) skills to be embedded within standards-based instruction? If the student is in the **not limited or borderline limitations category, please stop here**; the student is not eligible for the alternate assessment.

Conceptual skills: receptive and expressive language, reading and writing, money concepts, self-direction

Social skills: interpersonal, responsibility, self-esteem, follows rules, obeys laws, is not gullible, and avoids victimization.

Practical skills: personal activities of daily living such as eating, dressing, mobility, and toileting; instrumental activities of daily living such as preparing meals, taking medication, using the telephone, managing money, using transportation, and doing housekeeping activities, occupational skills; maintaining a safe environment.

Not Limited	**Borderline Limitations**	**Significant Limitations**
Adaptive Behavior Scale		
Overall adaptive behavior score in average range or above	Adaptive behavior -1.50 to -2.0 SD	Adaptive behavior -2.0 or more SD
Conceptual		
Age-level expressive and receptive communication skills	Beginning to communicate wants/needs/preferences using assistive technology (augmentative device or symbols)	No formal communication system
Learning grade level academic skills	Mastering target or successor linkage level EEs; learning grade level academics with increasing levels of assistance	Making progress on the Essential Elements (EEs) with moderate/maximal levels of supports
Social		
No instruction is needed on responsibility, following rules, interpersonal skills	Systematic, direct instruction in responsibility, following rules, and interpersonal skills	Prescriptive, systematic, direct instruction relating to responsibility, following rules, and interpersonal skills
Practical		
No instruction needed on daily living skills or community living skills	Requires moderate assistance/supports to complete daily living skills and community living skills (e.g., meal prep, phone use, housekeeping); student will likely be successful in supportive living	Dependent on others for daily living skills and community living skills; student will likely need 24 hour supports as an adult

4. Do the student's PLAAFPs indicate adequate performance with Essential Elements curricular standards? **If yes, stop here.** If no, choose descriptor that best matches student performance.		
Present levels of Academic and Functional Performance (PLAAFP) indicate that the learner's skills are closely aligned with general grade- level standard concepts and skills **Stop here**, the student is not eligible for alternate assessment	Student PLAAFPs indicate ability to make adequate progress through the most complex alternate standards, with increasing levels of supports and scaffolding, and objectives that include alternate standard skills and concepts or learning progression steps that lead to grade-aligned performance target(s)	Student PLAAFPs indicate ability to make progress through alternate standards (Essential Elements) with maximal supports and scaffolding in order to make progress on concepts and skill targets on the l east complex side of the range.
5. What level of support and instruction do the student's goals and objectives describe? What level of documentation is indicated in the evaluation portion of the goals and objectives?		
Statements indicate general levels of academic support to make adequate progress through grade-level standard concepts and skills. Documentation consists of project rubrics, work samples, and/or Instructionally Embedded Assessments, etc. showing student general independence in academic progress. **Stop here**, the student is not eligible for alternate assessment.	Statements indicate increasing levels of support to make adequate progress through grade-level standard concepts and skills. Documentation consists of project rubrics, work samples, and/or Instructionally Embedded Assessments, etc. showing student's need for increasing levels of continual assistance in making academic progress.	Statements indicate maximal levels of support to make adequate progress through grade-level standard concepts and skills. Documentation consists generally of checklists collected by teacher; documentation indicates maximal levels of support are needed to make academic progress.

Summary Question: Were most ratings in the far right-hand column?

This document is modified with permission from the Kansas Department of Education's *Rubric for Determining Student Eligibility for the DLM.*

2027-2027 Justification for Exceeding 1.0 Percent OAAP Participation Survey

The Every Student Succeeds Act (ESSA) requires Oklahoma to ensure the number of students assessed with the OAAP in English Language Arts, Math, and Science does not exceed 1.0 percent of the statewide student testing population. If your district is anticipating more than 1.0 percent of your testing population will participate in the OAAP for the 2027 spring operational window, please complete the following survey by **March 2, 2027**.

Please allow yourself enough time to complete the online survey in one sitting. The survey is scheduled to expire after the due date.

For questions related to the survey, please email assessments@sde.ok.gov.

* Required

1. Email Address *

2. District Name *

3. Director of Special Education *

4. Director's email address if different than above

5. District Level Data: English Language Arts and Math. Enter the projected OAAP participation in ELA and Math for the 2026-2027 school year.
   Formula: OAAP Student Testing Population / Total Testing Population (Total Students Tested Grades 3-8, 11) = N; N x 100 = % of OAAP Assessments *

6. Describe how all members of the IEP teams have been informed and trained on the use of the OAAP participation guidelines found in The Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments to make participation decisions? *

7. Does the district provide a targeted program that may contribute to a higher enrollment of students with the most significant cognitive disabilities?
If yes, explain your answer below. *

8. Does the district have a small overall student population that increased the likelihood of exceeding the 1.0 percent threshold?
If yes, please explain your answer below. *

9. What data sources are used to determine eligibility for students participating in the alternate assessment? *

10. Describe the process for auditing the IEPs for students in your district that participate in the alternate assessment. *

11. Disproportionality:

    What subgroups in your district have the largest discrepancy between participants of the general assessment and the alternate assessment?
    When looking at subgroup discrepancies, what hypotheses can be formed?
    What problem-solving actions will the district take to address the identified hypotheses?

    *

12. Parent/Guardian Participation:
    How are parents or guardians informed annually regarding the decision to place a student on alternate assessment and the postsecondary implications associated with earning an alternate diploma? *

13. What resources and technical assistance does the district need from SDE to ensure students are being assessed using the appropriate assessment? *

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