

District Name	Does the district have any students participating in the alternate assessment with the primary disability area of: Specific Learning Disability, Other Health Impairment, Orthopedic Impairment, or Speech/Language Impairment?	Does the district provide a targeted program that they contribute to a higher enrollment of students with the most significant cognitive disability? If yes, explain your answer below.	Does the district have a small overall student population that prevented the likelihood of exceeding the 1.5 percent threshold? If yes, please explain your answer below.	What data sources are used to determine eligibility for students participating in the alternate assessment?	Describe the process for auditing the IEPs for alternate assessment participation in the alternate assessment.	Disproportionality: What subgroups in your district have the largest percentage of students with the alternate assessment? How do you monitor and address these subgroups? What are the steps you take to address the identified hypotheses?	Parent/Guardian Participation: How are parents or guardian informed and encouraged to participate in the decision to place a student on alternate assessment and the consequences of that decision? How do you ensure an alternate assessment is warranted when indicated with an eligible alternate?	What resources and technical assistance regarding the decision to place a student on alternate assessment and the consequences of that decision are provided from SED to ensure students and their families are informed and supported with appropriate assessment?	
District Name	Describe how all members of the IEP team have been informed and trained on the use of the OCAP Participation (Total Student Testing) Guidelines. How do you ensure that all members of the IEP team are trained on the use of the OCAP Participation (Total Student Testing) Guidelines? How do you ensure that all members of the IEP team are trained on the use of the OCAP Participation (Total Student Testing) Guidelines?	If yes, please explain the criteria the IEP team used to determine how the students met the criteria to participate in the alternate assessment.	Does the district provide a targeted program that they contribute to a higher enrollment of students with the most significant cognitive disability? If yes, explain your answer below.	Does the district have a small overall student population that prevented the likelihood of exceeding the 1.5 percent threshold? If yes, please explain your answer below.	What data sources are used to determine eligibility for students participating in the alternate assessment?	Describe the process for auditing the IEPs for alternate assessment participation in the alternate assessment.	Disproportionality: What subgroups in your district have the largest percentage of students with the alternate assessment? How do you monitor and address these subgroups? What are the steps you take to address the identified hypotheses?	Parent/Guardian Participation: How are parents or guardian informed and encouraged to participate in the decision to place a student on alternate assessment and the consequences of that decision? How do you ensure an alternate assessment is warranted when indicated with an eligible alternate?	What resources and technical assistance regarding the decision to place a student on alternate assessment and the consequences of that decision are provided from SED to ensure students and their families are informed and supported with appropriate assessment?
Talhua School District	2.51 OCAP checklist, OCAP parent brochure, ILM required form	no	no	yes 251 overall students tested this year	OCAP guidelines checklist and IEP team decision	Only self contained students would be eligible and all IEPs are looked at each year	Multiple Handicapped students, continued lack of academic success due to the severity of the disability. Always Co-Teacher to use the OCAP guidelines and checklist provided to the district.	Annual IEP meetings	Continued reminders
Gera Public School	All teams have been appropriately trained using the Oklahoma Policies and Procedures.	No	No	Yes, our teacher population is only 165.	We use all sources in our district. That placement, overall ability to learn and self-monitor, disability categories, levels of performance, amount of time per day of the learner's classroom.	We look at the student's progress each year and determine if OCAP is still the best option and if they still meet the criteria.	None	We discuss this at the annual IEP meeting each year when it is determined by the team.	None.
Worwood Public Schools	All members of the IEP have completed the OCAP training on OCAP content and have participated in an annual IEP review. Teachers and admin have also attended a train to serve who needs to take the OCAP.	The team determined that based on IQ, adaptive scores, alternate curriculum reviewed, social skills, need for daily living skill training, and level of support needed that the student would best be served on an OCAP Assessment.	We are part of the Gera County Cooperative Program at Palya Valley Schools.	No	OCAP OCAP forms, IQ, adaptive scores, alternate curriculum reviewed, social skills, need for daily living skill training, and level of support needed that the student would best be served on an OCAP Assessment.	OCAP OCAP Public	Individually Disabled. The hypothesis that can be formed is that Wynnwood has a generational history with students being identified with intellectual needs. We have a high number of students that move into Wynnwood with various needs. The school has no plan of action other than we have a case on transfer of students on an IEP.	At the annual IEP Meeting and Written Notice.	None
Adlers Public School	During the 2022-23 school year the teachers and principal went through the OCAP 1% Professional Development on OCAP content. The IEP team members reviewed the Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments for each student that was currently determined to take the OCAP. This school year the special education director has used a checklist to ensure the teachers to review the checklist and determine the appropriate level for each student. APS would like to stay under the 1% but has to do what is in the best interest of the student.	No	No	Yes, District wide we only have 6 students taking OCAP if we are a small rural district.	The IEP team reviews the Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments. The team looks at the student's overall cognitive scores. Then they review the student's adaptive behavior deficits. This is done by reviewing any performance scores that have been done on the student and observation. The school staff and the student's parents discuss what support they will need in the future. The team also reviews what standards the student is being taught at. Can the student keep up with the alternate assessment standards? The team then checks the student's adaptive behavior and behavioral reports. The team will check if a student can OCAP if a student and the parent agree. It is the case of their academic difficulties.	1. At the beginning of each school year the special education team will review the Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments. 2. A report will be compiled presenting current OCAP data for the student. 3. Teacher of record will begin tracking the information that will be needed to determine participation in the alternate assessment. 4. At the next IEP meeting the team will use the Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments and the information obtained during the school year to determine if the student is being appropriately assessed. 5. The Special Education Director will be monitoring the teachers and the number of students that are on OCAP assessment on every IEP team. 6. All OCAP data on during a year is shared for the student, every 6 months or over the 1% threshold.	We do not have a problem with disproportionality.	The parents participate in reviewing the Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments. The parents are also given the Parent OCAP brochure and ILM form brochure to review the information. During the IEP meeting the parents can discuss any concerns they have about their student's participation in the state assessment or if the student is on OCAP, the best placement for the student.	The district can always use any new information that is received. OCAP regarding alternate assessment and continued communication with parents and the special education program based on the data.
Sentinel Public School	The Special Education Teachers participate in the OCAP content OCAP 1% trainings are given the OCAP Parent Brochure and the ILM Form.	No	No	Our total student enrollment (PK-12) is 285. We plan to enroll 150 students (K-12) and have 2 students that meet the OCAP criteria.	Our district uses recommendations from OCAP to determine the placement of students taking the OCAP. We take the student's overall cognitive scores, current scores, current levels of performance, and the Criteria Checklist into consideration.	I am part of the IEP team for both students. The Criteria Checklist for OCAP is reviewed annually by the team during the IEP meeting.	None.	Parents participate in annual IEP meetings. Current data is presented at the meeting. The parents participate in completing the Criteria Checklist.	None needed. The Criteria Checklist, the Policy and Procedure manual, the State Department Website, and the OCAP content are all good resources that help in making the appropriate decision for the OCAP.
Phenix Water	The Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments is reviewed at all IEP meetings when the OCAP is being considered. All IEP team members are informed and trained through the OCAP.	No	No	Yes, We have 136 students grades 3 through 8. We are a small rural district.	Standardized testing of cognitive, academic, and adaptive behavior. We include the WISC-V, WIAT-4, KTEA, and the Social Education Director audits the IEPs and academic programs for each student taking the OCAP.	The special education director audits the IEPs and academic programs for each student taking the OCAP.	There are no disproportionality identified.	The Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments and the OCAP training are reviewed with parents at the annual IEP meeting.	No resources are needed at this time.
Cleora	We use the OCAP 1% PD on OCAP content as well as review and discuss the Criteria Checklist for Assessing Students with Disabilities with each member of the team.	NA	NA	We are a small rural school with a low population of students and class sizes.	We use the Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments. The team looks at the student's overall cognitive scores. Then they review the student's adaptive behavior deficits. This is done by reviewing any performance scores that have been done on the student and observation. The school staff and the student's parents discuss what support they will need in the future. The team also reviews what standards the student is being taught at. Can the student keep up with the alternate assessment standards? The team then checks the student's adaptive behavior and behavioral reports. The team will check if a student can OCAP if a student and the parent agree. It is the case of their academic difficulties.	We use the Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments. The team looks at the student's overall cognitive scores. Then they review the student's adaptive behavior deficits. This is done by reviewing any performance scores that have been done on the student and observation. The school staff and the student's parents discuss what support they will need in the future. The team also reviews what standards the student is being taught at. Can the student keep up with the alternate assessment standards? The team then checks the student's adaptive behavior and behavioral reports. The team will check if a student can OCAP if a student and the parent agree. It is the case of their academic difficulties.	Our district was found to be high significant disproportionality. We have a high Native American population. Our Native American population is not in our school. We have a high number of students that move into our school. We have a high number of students that move into our school. We have a high number of students that move into our school.	Parents and guardians are informed prior to the IEP meeting and are given OCAP information and a consent form to complete communication with parents throughout the year.	We need the state to understand small school populations and the inability to control the types of students who move into and enroll in our district. We have to meet and serve the students where they are.
Jennings	We have had many discussions on OCAP participation with our IEP team and have clearly worked through the checklist to ensure that these students are properly assessed.	No	No	Yes, We have 205 total students including 103-34 students who will be participating in state testing.	The students most recent psychological evaluation and the OCAP checklist includes their cognitive, adaptive, and behavioral reports.	Yes, Districts are made in having placement using the SED criteria.	No subgroup disproportionately noted	parents are informed during yearly IEP meetings	adequate resources are provided
Coveita Public Schools	1.7 Through staff development	NO	NO	Creeds has a large population of special needs students with severe disabilities.	The OCAP rubric through the SED and the criteria checklist.	Training on filing out adaptive behavior, criteria checklist, rubric through the SED and team meetings.	No	parents are informed, filing out the SED rubric and the criteria checklist.	I help them get.
Mid-Ed School	Yes, there are 45 students that are currently scheduled to take the OCAP in these eligible areas. However, IEP are being reviewed to determine the appropriate level of assessment to meet the needs of the student.	1.20% accurate.	No	OCAP districts a variety of programs to meet all students with significant cognitive disabilities needs.	Yes, we have an on-site pediatric therapy clinic.	Yes, Districts are made in having placement using the SED criteria.	No subgroup disproportionately noted	parents are informed during yearly IEP meetings	adequate resources are provided
Edulife Public Schools	The IEP team members completed the "OCAP 1% Professional Development" OCAP content Module. Prior to that staff have completed the Paper module "Criteria for Alternate Assessment participation."	No	No	Our participation rates have steadily increased throughout the years. The three major areas of research that have significant needs. Parents have noted that they have researched and moved here specifically for this school district. We have also been told that several notable ex-patients returned Edulife.	Yes, we have an on-site pediatric therapy clinic.	Yes, Districts are made in having placement using the SED criteria.	No subgroup disproportionately noted	parents are informed during yearly IEP meetings	adequate resources are provided
Dawn Public Schools	Dynamic Learning Maps offers many valuable professional development resources on the website, so each OCAP update will feature a training that educators may pursue.	Not at this time	Not at this time	No, The OCAP assessment is intended for a very small population of students with the most significant cognitive disabilities.	Yes, we have an on-site pediatric therapy clinic.	Yes, Districts are made in having placement using the SED criteria.	No subgroup disproportionately noted	parents are informed during yearly IEP meetings	adequate resources are provided
Chickadee-Norona Park	The IEP team uses the checklist to check to determine qualification for a student on the OCAP test. This process is explained to special education teachers through meetings and email reminders.	Not at this time	Not at this time	Our OCAP is testing 1000 students on the OCAP out of our over 1,000 up state.	Yes, we have an on-site pediatric therapy clinic.	Yes, Districts are made in having placement using the SED criteria.	No subgroup disproportionately noted	parents are informed during yearly IEP meetings	adequate resources are provided
Fort Supply Public Schools	All members have read the criteria checklist and are in compliance with these criteria.	No	No	Yes we only have about 136 students PK-12 through 12th grade.	Yes, we have an on-site pediatric therapy clinic.	Yes, Districts are made in having placement using the SED criteria.	No subgroup disproportionately noted	parents are informed during yearly IEP meetings	adequate resources are provided
El Reno	Administrators and teachers have completed the OCAP 1% Professional Development Module on OCAP content. Further, each team reviews and then signs on the paperwork required to be filled out for a student to take the OCAP.	No	No	Currently, we have 1482 students who will be eligible. Eligibility of these students will be based on OCAP.	Yes, we have an on-site pediatric therapy clinic.	Yes, Districts are made in having placement using the SED criteria.	No subgroup disproportionately noted	parents are informed during yearly IEP meetings	adequate resources are provided
Malakoff Public School	All staff have participated in the state online module for OCAP. All staff are aware of the criteria and the procedures in a part of the State Handbook. All staff are trained on OCAP and the guidelines.	No	No	Yes, we have 78 total teachers this year.	Yes, we have an on-site pediatric therapy clinic.	Yes, Districts are made in having placement using the SED criteria.	No subgroup disproportionately noted	parents are informed during yearly IEP meetings	adequate resources are provided
Milway	Our total percent would be 341 percent	Training by the State Department	No	No	Yes, we have an on-site pediatric therapy clinic.	Yes, Districts are made in having placement using the SED criteria.	No subgroup disproportionately noted	parents are informed during yearly IEP meetings	adequate resources are provided
Paoli Public Schools	Members of the IEP team have been trained through OCAP. All staff are aware of the criteria and the procedures in a part of the State Handbook. All staff are trained on OCAP and the guidelines.	No	No	Yes, we have 78 total teachers this year.	Yes, we have an on-site pediatric therapy clinic.	Yes, Districts are made in having placement using the SED criteria.	No subgroup disproportionately noted	parents are informed during yearly IEP meetings	adequate resources are provided
Hells Public School	SED meetings during professional development. Information was sent out.	No	No	Hells Public Schools has a total student enrollment PK-12 of 410.	Cognitive Testing, Academic Testing, Medical, Teacher Observation, IEP	Determination of continued eligibility is determined by the IEP team.	NA	It is determined at the IEP meeting in which the parents are part of and a part of the team.	None







Organization	Percentage	Question	Yes	No	Not this school year	Other
Colquhoun-Tateau Public Schools	0.90%	District training on completing the Criteria Checklist	No	No	No	
Tateau Public Schools	1.54%	Consistent understanding of participation checklist, especially the definition of "extensive family/community support" will be a life-long requirement	No	No	No	
Tateau Public Schools	1.54%	During IEP team meetings, the IEP team reviews the questions on the criteria checklist for each student. If any questions remain "NO" on the criteria checklist, the IEP team will take the regular meeting with any modifications listed in the IEP. One of all of the questions on the criteria checklist are answered "YES" with student participation in the IEP.	No	No	No	
Wichita Public Schools	3.55%	The IEP team used the information available, assessment, current levels of performance, observation, related services, etc., and the information in the IEP team to determine the IEP. When developing the IEP, the IEP team uses the Criteria Checklist for Assessment, Student and Disability on Alternative Assessments provided by the Oklahoma State Department of Education.	No	No	No	
Isabel Public Schools	3.40%	We have a large, low-income economy and rural districts.	No	No	No	
Cherokee-Maize Public Schools	1.14%	Alternative assessments training includes Criteria for Alternative Assessment Participation OSCSE 119 in Popper, and a training on using the criteria checklist provided to the State Dept twice each annual.	No	No	No	
Temple	2.6	All members given a copy of the Guidelines and agree to the criteria checklist.	No	No	No	
Wilson	2.50%	All administrators giving to OAP team completed the professional development training through OSDE.	No	No	No	
Woodward	2.9	The staff has been trained to give the criteria checklist and use OAP Handbook.	No	No	No	
Cherokee Public Schools	2.4%	As a special education department, we routinely look and complete the OAP participation guidelines found in the Criteria Checklist. We have and discuss with new teachers if they come into the district as well. We meet monthly to review previous year's data as well as consider each child individually as a team, making sure they meet the criteria of standards for the OAP, which includes but is not limited to, each child's cognitive abilities and factors of the Criteria Checklist.	No	No	No	
Seminole	3	IEP teams are where the checklist are and are part of the process of determining if students meet the qualifications to participate in alternate assessments per the checklist. Training videos provided by the state are also shared to help us have good guidelines on which students are appropriate for alternate assessment of non-student case testing. Student progress and data is discussed during the meetings throughout the school year to help make sure the team is all following the district's needs at the time that is best for the student.	No	No	No	
The Academy of Seminole	5.35%	All IEP teams are informed of the guidelines. The guidelines are printed and given over in detail during each meeting.	No	No	No	
Alta Vista Public Schools	1.60%	The special education teacher of record completes the IEP meeting coordination activities. The team uses the Oklahoma state definition of students with the most significant cognitive and adaptive disabilities. The team reviews the student's current assessments and observations and utilizes the definition and the criteria checklist to determine if the student qualifies as a student with the most significant cognitive and adaptive disabilities and monitor whether the student should participate in the OAP.	No	No	No	
Pine Public Schools	1.40%	Professional Development Days and Team Meetings	No	No	No	
Marion	2.72%	The criteria checklist for assessing students with disabilities was distributed to an educational staff that has a direct educational influence on students. That received one new copy of the checklist to use as a guide. The special education director met with the staff members to discuss the criteria and if the students met qualifications. IEP team decisions were made on eligible students.	No	No	No	
Maloud Public Schools	2.25%	Our teachers were trained on Dynamic Learning Maps Alternative Assessment System. Teachers also participate in Professional Learning Communities where we cover the Guidelines Rules for Consenting Eligible for OAP Participation	No	No	No	
Locust Grove	1.91%	All team members use the participation criteria checklist when determining a decision of testing.	No	No	No	
Yutan Public Schools	1.29	We have previously used the Popper module with our IEP teams of record and it has been well-received. This module was very beneficial in assisting our team and recognizing when (a) or (a) not appropriate for a student to take the alternate assessment. Additionally, we completed the 1% list last year. We believe these activities are part of the reason that our percentages are continuing to stay 1.29 closer to 1%	No	No	No	

Economically Disadvantaged is the subgroup that has a disproportionately high percentage of the district population. The district also continues to be economically disadvantaged. The parents are also included in the decision making process and are notified in the criteria checklist and are notified in the decision of changes that need to occur in the process.

The decision to place a student on alternate assessment is discussed during all IEP and MEOS meetings. The parents are also included in the decision making process and are notified in the criteria checklist and are notified in the decision of changes that need to occur in the process.

Parents are included in OAP participation decisions. The district also continues to be economically disadvantaged. The parents are also included in the decision making process and are notified in the criteria checklist and are notified in the decision of changes that need to occur in the process.

Additional training in reviewing the criteria checklist for OAP participation.

The hypotheses that I can form is that there is no correlation between a subgroup taking the OAP and more than those subgroups that do not.

Parents are informed of annual IEP meetings. If there are changes that need to be made to the IEP at any point in the school year, the IEP team and resources with the parents and guardians to discuss such changes.

Parents are notified of annual IEP meetings. If there are changes that need to be made to the IEP at any point in the school year, the IEP team and resources with the parents and guardians to discuss such changes.

I don't think we need further assistance at this time as we have the new tools we are using. I hope that the state could somehow be able to help us with the students and how their testing will affect the school report card and how state testing will affect the district's state testing data to a disability.

We are utilizing the resources available as provided by the state dept. For any additional resources we would be appreciated.

The parent is given the OAP Handbook. From the new book, the parent was informed the student would not receive a regular diploma. The parents are informed of the placement of OAP and the annual IEP meetings.

The student and the checklist are helpful in determining the students' needs. Training is always helpful.

Discussions of both the criteria and the student's annual meeting each year at 8th grade IEP/annual meetings include the high school special education teacher in order to provide a length of advice of the alternate diploma.

Parents are notified of each IEP meeting that participation in the OAP program will be an alternate diploma for that student.

None that I can think of.

The parents and guardians are part of the IEP team and are active members in the decision making process. The parents are notified of the student's participation in the OAP. They actively participate in the OAP. They actively participate in the OAP. They actively participate in the OAP.

A list of cognitive and adaptive assessments that can be utilized with nonverbal or nonverbally verbal students would be a very helpful resource.

At this time, the District has everything needed from the OSDE to perform these alternate assessments.

Parents/guardians are given the Dynamic Learning Maps Assessment System for Families Parent Brochure. The special education professional provides information regarding all information in the brochure and answers any questions that the parents have regarding OAP information. This is an essential step in ensuring that the alternate diploma once they are in high school.

Nothing at this time. I feel we have the appropriate protocols and procedures in place.

The IEP team discusses the meeting if the student is on the OAP. The IEP team discusses the meeting if the student is on the OAP. The IEP team discusses the meeting if the student is on the OAP.

I am unsure at this time of any assistance.

We have school psychologists review students placed on OAP and district staff have monthly check-ins with school psychologists. To ensure proper monitoring and support for students with disabilities, professional development is provided to all staff. District special services administration continually reviews students on OAP to ensure proper placement.

We do not know of any disproportionality in our subgroups. The reports we received from the OSDE did not show any disproportionality.

We do not need any additional assistance at this time.

Local Education Agency	Question	Yes	No	Other	Comments	Other	Other	Other	
Hilbert Public Schools	2.01% All team members have watched the OAAAP participation PD	No	No	No	Yes, the current district tool for being population is 327 students.	Participation checklist, ASES, Cognia/Aldecas assessments, any information from a psychological or previous information from the IEP, and IEP team member notes.	Student's that participate in the alternative assessment have their IEPs reviewed every year with the check list. All data and evaluations, teacher observations, parent observations/feedback are all reviewed and if the data meets the criteria for OAAAP- being	Subgroups of white and African American students are the same as white and 3 Hispanic subgroup is lowest with 1.	
Tahoma	2.00% I have had training before and have signed up for more trainings	No	No	No	Yes, small student population	The state website check list for OAAAP assessments	We meet at least once a year to determine if they continue to meet alternate assessment qualifications	Equally, Audien and I.D. These students need almost constant guidance and support continue to monitor and use IEP team decision making to determine assessment needs.	
Malheur Public Schools	1.56% The district continually provides training to the Special Education staff. Reading and District Test Coordinators are evaluated potential students for the OAAAP with in depth analysis on the Criteria Checklist, as well as examples on how to accurately and effectively apply the checklist. Consistent understanding of participation criteria checklist, especially the definition of "Adaptive Functionally Equivalent" supports will be ongoing improvement. It is imperative for consistent placement across the district.	No	No	No	No	The student IEMEECS, Criteria Checklist and OSDE SPED Handbook	IEP teams regularly review data to determine if students meet the criteria for alternative assessments and those decisions are consistent across grade levels.	No discernible between subgroups were found.	
Federated Public Schools	1.5 assessments are utilized.	Yes, district uses the criteria checklist.	No	No	Our student population is around 700 students from preschool through 12th. Our student population this year is approximately 410 students.	Adaptive behavior deficits (social, cognitive/functional skills, classroom functioning and teacher behaviors, as well as the student's communication skills) are assessed before determining eligibility for the alternative assessment.	Each year school staff members (administrators and teachers) review the criteria for OAAAP participation. We discuss the criteria and determine if we need to update it. We also discuss the criteria and determine if we need to update it.	Our district is placing students based on student need and based upon their own or others' needs. We continue to identify students who are eligible for OAAAP participation (student need) as well as team agreement.	
Palmyra Public School	2.56% Our district has participated in the OAAAP 1% Professional Development Module on OSDE Connect. This module helped our IEP teams to make decisions about the students who meet the criteria for OAAAP participation.	Yes, the students who qualify for OAAAP participation with one of these categories are: adaptive behavior assessments, and intellectual/cognitive abilities below 70.	No	No	Yes, our total being population is only 300 students.	Adaptive Behavior assessments and Intellectual/Cognitive assessments	Our being a small district, we are able to serve most severe students in a 6th class classroom and meet as a team annually to discuss criteria for OAAAP participation. Each student's assessment and progress reports are reviewed to justify the need for OAAAP participation.	Parents are included in the OAAAP decision making process annually by alerting their child's IEP meeting. We discuss the criteria to qualify for OAAAP participation due to the inclusion of an alternate diploma due to the decision.	
Chickamauga	10.18 Staff meetings	No	No	No	No	Cognitive Evaluation, Medical Reports, Therapy Input, Parent Input	They are monitored yearly by the IEP case manager and the special education coordinator	We look at the findings with them regarding both items.	
Shady Grove	1.47% The Criteria Checklist was used to evaluate all students for an alternate assessment, by the committee.	No	No	No	Yes, Shady Grove Schools a single elementary district with only 68 students in grades 3-8 participate in the OOSTP.	We reviewed data from the student information system, the child count of the criteria disabilities, and a narrowed down list of possible students meeting the criteria before making a determination.	The single student is currently in sixth grade and has not participated in the OAAAP each year.	Our limited number of student participants do not provide a sample size that can be subgrouped with any validity.	
Chelusa Public Schools	1.25 subgroups	No	No	No	Yes, our district student population is approximately 875 students.	The team reviews eligibility evaluation components and evaluates progress with standards.	The rubric provided by the State Department were completed for all students who may be OAAAP eligible.	No subgroup discernment was found.	
Osceola Public Schools	2.17% The team utilizes the form in use for our students with the most severe needs.	No	No	No	Yes we have a class A school.	Comprehensive evaluation to determine eligibility. Then based on staff input in the classroom is combined to be necessary for the students with multiple disabilities as their criterion.	Annual IEP meeting. The team meets to discuss needs of students in our small district.	There is not an ethnicity that is utilizing the curriculum more than another.	
Union City Schools	180-150 Special Education teachers have been trained on the checklist through materials provided, and guide the conversations with the IEP team regarding the criteria and selection of the OAAAP for students.	No	No	No	see above	The overall district population is the OAAAP target group to one student. Historically, we will have more than one student who meets the criteria for the OAAAP assessment.	Cognitive/behavior assessment, classroom performance benchmarks, response data after the trial, and formative assessments, progress monitoring.	Evaluates and discuss goals defining modified or alternate curriculum, questions, discussion with parents during the IEP, observations from teachers working the students on progress monitoring.	
Vance	0.0217 The IEP team members have used the policy and procedures handbook, used training provided by OSDE and Ed Plan, and uses the checklist.	No	No	Yes	Yes, our district has a total population of 70 students.	Data sources used are current educational assessments such as the Woodcock Reading Achievement Test, and the parent input, socio-cultural survey, discussion observations, classroom trial and adaptive skills.	IEPs are audited at the beginning of the school year with the SPED team to determine which students would still qualify for alternative assessment.	We have a high number of students being tested by their family members and not much by biological parents. We also have a high number of low income families.	
Hanna Public Schools	3.30% Development yearly.	No	No	No	Yes, our district has a self-contained, alternative curriculum program for the more severe students.	Assessments, district and state	IEPs are looked over and discussed at least annually in decision making by the director and team.	The information is discussed with program officers to parents discussing the program and alternate diploma.	
Garbar	2.76 Team members are aware of the guidelines, the criteria checklist and how those decisions are made.	No	No	No	Yes, we have a small school district.	Assessments, district and state	IEPs are looked over and discussed at least annually in decision making by the director and team.	The information is discussed with program officers to parents discussing the program and alternate diploma.	
Snyder Public School District	1.38 All members of the IEP have been informed and trained on the use of the OAAAP participation guide via the OOSTCP training module. We view the 1% Checklist for each student to determine eligibility.	No	No	No	Yes, our overall student being population is 220, total enrollment is 458 students. The low number of student being population is 212. Our percentage of students with the most significant cognitive disabilities is high compared to our being population.	We use cognitive and academic assessments, district and state	IEPs are audited yearly to review qualification for continued participation in the alternate assessment.	Parents are informed of and play an active role in the determination of placement on alternate assessment. This includes the information during the annual IEP meeting or during a subsequent meeting with materials.	
Oklahoma Connections Academy	2.50% Questionnaire receive the OAAAP Parent Brochure annually and the Criteria Checklist to discuss at each IEP meeting. Special education director will be reviewing Criteria Checklist and Determining Eligible during March and April PD to ensure all teachers understand this process.	No	No	No	Our enrollment is open to any student that resides within the state of Oklahoma, not within a certain geographic district, which means we have a less controlled enrollment pool.	Evaluation team reports: Benchmark assessment date: Diagnostic assessments: Speech and Language assessments: IEP goal/progress monitoring data: Transition assessment date: Adaptive skills checklist/inventories: Sensory and motor assessments	Criteria Checklist and Guidance Matrix are used during special education teachers of Alternately Assessed students POC. Time to periodically review IEPs for 6th and 9th grade for Alternative Assessment.	The main subgroup has the largest discrepancy. The hypothesis formed is since we have a large enrollment pool, the discrepancy may be within our control. Our problem-solving action plan to ensure that we are appropriately placed to continue eligibility using the criteria checklist and rubric during IEP meetings, when placing all students being considered for an assessment.	
Calvert	2.14 Team members and school administration have completed the 1% OAAAP training module on OSDE Connect. Parents are given written documentation of meeting.	No	No	No	We do have a targeted population of our students who participate in the OAAAP at low or no district.	Yes, we have 3-8 and 11th grade being population of only 212. Our percentage of students with the most significant cognitive disabilities is high compared to our being population.	The team looks at cognitive evaluations, current behavior evaluations, current IEPs for 6th and 11th grade.	Parents are a part of the decision during the annual IEP meeting. Written and verbal communication is given concerning OAAAP participation. We are still in the process of having those conversations with parents.	
Holt Creek Elementary	3.51% We do a training over all of the OAAAP regulations. We use for determination.	No	No	No	Yes, we have a program where we work individually with our students. Students move in.	Yes, we work with all of our students for their individual needs as they move into our Alternate Assessment/Criteria Checklist, Adaptive Behavior, Low IQ	Check all components of the eligibility criteria and discuss in our meetings.	Discussed in the IEP meetings with each of our parents.	
Waynes Public Schools	17 Pepper Modules on OAAAP participation.	No	No	No	Yes, we have a program where we work individually with our students. Students move in.	Testing: Evaluation, Benchmark, Testing	Goal Progress Monitoring, Yearly IEP Assessments, Disability Category	Discussions periodically with parents and also during the annual IEP meeting.	
Norman Public Schools	1.62% Administrators were trained in administrative staff meetings. The site level IEP teachers were trained in separate trainings.	Yes, during the IEP meetings, the IEP teams reviewed each student's data and made the decision that the student qualified based on the criteria from the OAAAP checklist after a separate review.	No	No	No	Norman Public Schools has a number of residential facilities and houses within our jurisdiction, the number of students qualified for OAAAP is affected and fluctuates often based on enrollment and changes.	Results of Individual Cognitive Ability Test Results of Adaptive Behavior Skills Assessment Results of individual and group-administered performance tests Results of informal assessment Results of individual reading assessments Results of district-wide alternate assessments Results of language assessments Results of English Language Learner (ELL) language assessment (if applicable) Curriculum, instructional objectives, and materials including work samples Present levels of academic/functional performance, goals, and objectives from the IEP team based on academic/functional based information: Progress monitoring data Teacher collected data and checklists Progress levels of academic and functional performance, goals, and objectives, and objectives from the IEP team based on academic/functional based information: General Transition Plan for students ages 16 years and older when State agency or the IEP team determines a younger age is appropriate.	Check all components of the eligibility criteria and discuss in our meetings.	Discussed in the IEP meetings with each of our parents.
Fort Gibson Public Schools	1.55% Teachers who have students who are considered for OAAAP reading review the assessments from the school psychologist and have had the opportunity to meet with them to discuss current scores and processes.	No	No	No	Yes, our 5th grade OAAAP group is 3.2% of the 5th grade population and our 6th grade group is 3.07% of our 6th grade population.	Cognitive and Adaptive Behavior	Students who participate in the alternate assessment are reviewed for progress on goals/objectives and meet school objectives from the IEP team. Services receive case managers to be submitted to each student before the alternate assessment. OAAAP criteria checklist are submitted to Special Services.	Students in the large subgroups have had cognitive and adaptive behavior evaluations. They are all identified to determine the cause of the discrepancy. The IEP team makes decisions on the appropriate use of assessment based on individual and subgroup needs and not on the subgroup they are part of.	The has been a new procedure this year due to the alternate diploma guide. Parents were notified and given the material provided by the state regarding the alternate diploma. We also noted any changes that would occur for OAAAP. We will continue to work with the program coordinators to include the Career Readiness Criteria. We will continue this process.
Sairo	1.00% All IEP team members have completed the OAAAP 1% Professional Development Module. IEP team members use the data for determining eligibility for OAAAP.	No	No	No	Yes, our district offers self-contained special education classes to meet the needs of students with affected cognitive and/or physical disabilities.	The Rubric for determining eligibility for OAAAP participation is used to determine if students are eligible for OAAAP participation in the alternate assessment.	None. None	Parents or guardians are informed annually regarding the decision to place a student on alternate assessment and the postsecondary implications associated with applying an alternate diploma during the IEP meeting.	
Lowie Star Public Schools	1.02% All Special Education staff has completed the OAAAP 1% Professional Development and understand the guidelines for assessing students with disabilities to ensure they are taken to the correct State Assessment.	No	No	No	Yes, our testing population is smaller than previous years.	Psychological Evaluation, MEES, OSDE, and Benchmark testing as well as other methods used in the classroom.	Review each student year to year to determine if they are able to participate in the OOSTP instead of the OAAAP if a child is progressing at a rate similar to their peers depending on test disability. E. Audien, Yvonne Incarnatum	None, we are currently monitoring our students on OAAAP and doing our due diligence as educators to ensure our students are taking the test most accurate for them.	







