

District Name	District Level Data: English Language Arts and Math Formula: OAAP Student Testing Population / Total	Describe how all members of the IEP teams have been trained to provide a targeted program that matches your answer below.	Does the district have a small overall student population? If yes, please explain your answer below.	What data sources are used to determine eligibility	Describe the process for auditing the IEPs for students with disabilities.	Disproportionality: What subgroups in your district have the largest disproportionality when looking at subgroup discrepancies, what problem-solving actions will the district take?	Parent/Guardian Participation: How are parents or guardians informed annually regarding IEPs?	What resources and technical assistance does the district provide to parents?
Alex Public Schools	2% The Criteria Checklist for Assessing Students with Disabilities	no	Yes. We only have 3 students participating in OAAP.	Cognitive and adaptive scores as well as social-emotional	It is a low number. The entire team is involved in the process.	There really isn't a pattern. We have two males and two females.	It is discussed in the annual IEP meeting. The alternate	None at this time.
Antlers Public School	1.29% The staff has previously completed the OAAP 1% P	No	No	1. At the beginning of each school year the special education team will be compiled presenting current OAAP checklist. 2. A report will be compiled presenting current OAAP checklist. 3. Teacher of record will begin tracking the OAAP checklist. 4. The team looks at all the data to make sure the student is placed in the correct placement. 5. The only students who are behavior scores, IQ scores	The IEP team reviews The Criteria Checklist for Ass. 3. Teacher of record will begin tracking the OAAP checklist. Adaptive behavior scores, IQ scores	We do not currently have a disproportionality differ	The parents participate in reviewing The Criteria Ch	The district can always use any new information
Balko	2.5 Required trainings annually of all special educators	No						Raising the percentage of students that can take the OAAP would be productive in making sure that each student is evaluated using the most appropriate tool available.
Bennington	3.8 Staff has been provided information on eligibility, the	No	Yes	Current cognitive/AB/Academic performance, as well as a determination is made based on needs	Each year	Yes; SLI/White	Discussion of needs, eligibility determination, etc.	NA
Bixby Public Schools	1.30% PD is provided on OAAP Criteria	No	No	Cognitive, Adaptive scores, and their ability to function	School Psychologist and Special Education Teacher	0	Yes, at the annual IEP Meeting	None
Broken Bow Public Scho	751-District 2.53% 19-OAAP	We have had district meeting & one to one instructi	Yes, our district offers a self-contained program for	Intellectual Assessment, Adaptive Behavior Assessments that teach the severe/profound population	Our economically disadvantaged males is the subgroup	This is a discussion that happens annually for ever		
Cave Springs Public Sch	3/65=0.04x100=4.6%	Yearly review of the checklist criteria and IEP update	Yes, our special education program is frequently reviewed	Yes, we have a multi-handicapped classroom for a	Due to our enrollment being below 500 and our co-op. We use the OAAP participation guidelines and check the Brochure and the We feel confident we have all the resources to prov	Our district will continue to monitor those students.	Our school uses the OAAP Parent	
Choctaw-Nicoma Park	2.8%.	The IEP team uses the flowchart/checklist to determine. Yes, our district offers severe, profound, autism, ID	In the past we have tested approximately 90 students	Psychological evaluations done by the district psychologist. We look at our scores on the OAAP tests. Once a student is identified, these decisions are made in the IEP meetings with parents. Honestly, districts need to be trusted to make the best decisions for our students.				
Clinton	1.26 New teachers have several trainings throughout the year	No	No but we do have a very mobile community and our	Testing data, observations, adaptive behaviors, class data. The SPED director is notified by the teacher of record.	The We are a small district with only 13 students participating.	Parents participate in the annual meeting where they are involved.	None at this time.	
Commerce	9/422=.02 .02x100=2% of OAAP Assessments	Our sped. teams are aware and use the Criteria Ch	We are known in the area to be a great district for students	Yes, we have a total of 20 severe/profound students	We use STAR Math and Reading reports, but our sped. teachers and we look at each of our 3 subgroups, such as grade level. Our district has a slightly larger percentage than our district will use the guidance rubric when considering	At our annual meetings parents are informed about	We have really enjoyed using the Criteria Checklist	
Covington-Douglas Public	3/122=0.025 x 100=2.45	The team members have completed OAAP training	No	Yes. Our rural district has enrollment of 225 students	The team determined eligibility using the OAAP Criteria Checklist. Each year, the team discusses the eligibility of each student.	Our subgroups of students participating in OAAP's	OAAP participation is discussed each year at the annual meeting.	OSDE has provided us with adequate resources to
Coweta	2.1 The staff is trained in completing the rubric to determine	NO	NO	Rubric from the SDE. Each student that will take the OAAP has had their	Intellectually Disabled students	During IEP meetings and written notice.	CPS is very careful when identifying students who	
Davis	1.3 projected	Required test administrator training for teachers and co-op school. All of our students	We do not attend a co-op school. All of our students	Yes, we are a small rural school district.	The IEP team must determine annually that the alternate involves a review of each student's individualized	Our economically disadvantaged students often have	Parents or guardians are typically informed about it	Access to dedicated SDE consultants to address specific needs
Deer Creek School Distri	1.04% PD and written communication on participation guidelines	No	No	Data from MEEGs process and ongoing progress in Random sample of students are pulled and OSDE	The most significant discrepancy between general	IEP meeting	None	
Edmond	1.46 Initial and Refresher training for teachers and test a	The district provides no continuum of supports for students		Students qualify for alternative standards in both areas. We recognize that our averages are high but don't a	Currently, we are aware that we are at risk for significant	Every IEP meeting, this is discussed with the parent	Reports that are easier to run to help determine needs	
Elmore City - Pernell Sch	2.6 Training/review yearly for OAAP participation guide	NO	ECPS School District is a small rural district that covers	Teachers look at IEP to determine that only student	There is no disproportionality related to race, IEP disability, or gender.	All IEP meetings require parent attendance. If a parent is unable to attend, we provide a par	Just maybe a refresher video yearly to give to teachers.	
Eufaula	16/598= 2.67%	IEP team members have participated in professional development	no	Psychoeducational Evaluations, IEP team participation Utilization of the Criteria Checklist for Assessing Students with Disabilities	We do not have any disproportionality between par	The district provides the parents with the brochure	The district has adequate resources and technical	

Fargo-Gage	2.7% (3/111*100) [1]	The IEP team meets for each and every one of the	No	Yes, we are a very small school. Our testing popula	Adaptive behavior scales (Vanderbilt, ABES, etc), W and every student, every year, is discussed in	Each	The subgroup would be students with ID and adapt	The parents are actively involved in their children's	None
	1.49% All students have a formal Cognitive and Adaptive	Our district has a 6-12th grade life skills class that		We do have 2 grade levels that are currently in the t behavior evaluations, curre	Cognitive and adaptive behavior evaluations, curre	Reviewing goals, progress, appropriate curriculum,	Students in large subgroups have evaluations and	Parents sign the consent to have the additional eva	You could add to the checklist a place to document
Foyil	2 All team members have been in agreement that the	no	Yes We have an enrollment of 425 through our PK -	Criteria checklist and testing provided to the schoo	We use a checklist to make sure that what is best p	We do not have a large discrepancy other than bein	OAAP guidelines are presented to the parent at the	None at this time.	
Glencoe Public School	1.95% All members are given the run down on what it take	no	Yes, do to the population of our school we usually c	The students IQ and performance on testing given	We retest OAAP students when they are due along	There are no disproportionate differences in subgr	The parents attend the IEP meeting when the choic	Some form of better guidance on if a student quali	
Hartshorne Public Schoo	1.17% Our Special Education Director has a training at the	no	no	Their individual evaluations, academic skills, adapt	IEP's are monitored throughout the year to ensure t	Lower socioeconomic groups. That early intervent	Parents have been informed at the annual IEP mee	IEP teams could benefit from more differential lear	
Healdton I-55	4/229 1.7%	Online training by OSDE & DLM; handouts	NO	Yes we are a small rural district with only 229 stude puts us over the 1% threshold.	The OSDE provided rubric and the criteria workshe data and progress reports. At the annual IEP meet needs to continue being evaluated with the OAAP	We use OAAP participation guidelines, IEP progres	All students being assessed with the OAAP this ye	This is discussed in the IEP meeting at least annua the parents are always active participants in the revie brochure is given to the parent at least annually. Di	Nothing at this time. We feel we have adequate pr
Henryetta Public Schools	2.50% Special Education teacher are involved in staff dev	No	No	Student achievement, teacher made assessments,	Special Education director reviews all files annually	District has no disproportionalities.	Parents are informed at each annual IEP about wha	None at this time.	
Hobart Public Schools	1.96 Each member of the IEPs teams are informed throu	No	Yes. Our School district is 637 students. With 356 o	MEEGS/IEP, observation, Review yearly the data for those cognitive/ach data, adapt most severe stude	Racial- African American subgroup have more stud Students from low socioeconomical backgrounds Provide education to the students in the community	parents are informed during the annual IEP meetin	Updated PD is always appreciated to further knowl		
Holly Creek Elementary	District-104 2.88%	OAAP-3	We had a training over all the OAAP regulations an	We have a program where we work individually with	Yes we have a small overall number of students in	Criteria for Alternate Assessment Checklist, Rubric Check all components of the eligibility and discuss	None, None, None	Discuss in the meetings with each of our parents th	None at this time.
	1.2 Each member does attend OAAP training	yes- we provide self-contained classrooms with on	yes- We are a rural independent k-12 school who	yes- We are a rural independent k-12 school who re IQ scores and adaptive behavior scores	we use IQ scores, adaptive behavior scores, progr	ID - testing scores will be lower than most- create i	These decisions are made during the annual IEP as More specific training on deciding on who needs to		
Indiana Public School	1.53% 2 OAAP students/130 Total testing Popul	Educators, administrators, and support staff have a	no	yes, Indiana Public School has a total student po Indiana has a total of 2 students participating in	The IEP team reviews the student's present levels o	Documentation reflects a team-based decision-ma	We have a total of 2 students participating in the O Neither students are lower income students. Some families may push for alternate assessment	Parents or guardians are informed annually about 1 Parents or guardians are formally informed during The team explains the rationale for the decision, en	State-led workshops or webinars for educators an Tools to help IEP teams make consistent decisions
Kingston ISD	9 All members have gone through training and partic	Kingston district does have a great program that dr	No, we do not have a small overall student populati	The justification sheets are filled out to help determ	Our school district has been through extensive aud	Native American and Hispanic are the districts larg	Through their IEP.	Nothing at this time.	
Konawa Public Schools	1.7% Special Education Teachers involved in the decisio	We have an amazing Special Needs Classroom 12	Yes, we only have 287 students in tested grades, an	Cognitive/Intellectual evaluations, Academic Achi	We annually review each student's data to determin	1) There are no subgroups in our district that have 2) N/A 3) N/A	Parents take an active role in the development and	We believe that we are "dealing with the hand dealt	
Krebs	3/206=.0145= 1.45%	IEP teams have been informed and trained on how	No.	Yes, Krebs is a PK-8 school. We only have 3 studen	Evaluation and eligibility assessments are used in	The determination of whether a student is eligible f	Two of our OAAP participants are white, and one is	Parents are informed through discussion and IEP 1	The district does not require any resources or tech
Liberty Public School	2% The team works through the OAAP checklist on Ed	No	Yes our testing population is 171 students.	OAAP Checklist in Ed Plan.	Being a small K-8 district, we have 4 students testin	Our numbers are too small to determine if any disc	During the IEP meeting when the OAAP checklist is	Nothing other than what is already provided.	
Lindsay	1.4 WE discuss the check list at no the beginning of the ye		Yes, out total enrollment is 1121.	STAR Math, STAR REading, OATECA Assessment, S We conduct monthly audits.		There are no subgroups with disproportionality.	We discuss the Alternate Diploma system at the IE	None.	
Marlow Public Schools	1.86 All staff members have been trained in how to utiliz	No, the enrollment of students is increasing due to	The district has had parents that have moved into d	The data sources are students Intellectual Scores a	The district looks at the IEPs that have been write	The group that has the largest discrepancies is low	Parent and guardians are informed annually during	The resources and technical assistance that the SD	
McAlester	1.9 The district reviews the OAAP procedures annually	Yes, Our district is the largest in the area and has p	No	Eligibility criteria for ID, AU, and MD. We use IQ scor teacher has a checklist for students who h	Each	When looking at the subgroups the biggest discrep	Parents are given the parent brochure from the stat	Ideas for assessing students IQ they are non verba	
McLoud Public Schools	1.89% All members of the IEP team receive PD and trainin	No	No	Adaptive behavior and cognitive testing as well as	Teachers are required to look at student data and g	There are no large discrepancies between partidp	Teachers meet with parents each year to go over te	None at this time.	
Merritt Public Schools	7/418 = .0167 .0167 X 100 All members of the IEP Team, including parents an	We have an active life skills class that provides trai	no	We use teacher input, standardized testing, adaptiv	The sped director has asked for this to be current,	All sub-groups are evenly proportional.	Parents are an active participant in the IEP process	Nothing at this time	

Mid-Del Schools	1.27% School and District Professional Development	The district provides a variety of programs to meet	No	Teams look at the following points of data; but they Special Services have quarterly meetings and chec	Alternative assessment data seems to show a corr	Beginning this year, meetings are held at the begin	None at this time. Our district feels that OSDE prov
Middleberg Public Schoo	1.53 [2] The district utilizes resources that are found on the	No	Yes, the current student population is 322 and the t	We utilize the OAAP criteria checklist and the educ	At this time, the Special Education Director audits a	We currently have no disproportionality in the subg	During the annual IEP meeting, we inform parents o
Milburn Schools	3 The SPED completed the OSDE training on OAAP, th	No, we are a small rural district	Yes, we have 190 students and have 120 3-8 grade	Evaluations: cognitive, academic, Adaptive Behavio	We check progress of each student, progress is dis	At this time we have no disproportionality issues, t	Parents participate in annual meetings and are incl
Muskogee I20	district PD, PLCs, 1.40% newsletters, KITE, email blasts	no	no	criteria checklist, IEP team input, standardized desktop audits in Edplan ass	There appears to be more males percentage-wise o 1. The data is skewed due to a too small sample 2. deeper dive into the data (* largest discrepancy is marked) Native American, 1.7% OSTP and 0.00% OAAP Asian 4.38% OSTP and 3.26% OAAP Black 6.04% OSTP and 8.70% OAAP White 53.59% OSTP and 55.43% OAAP Hispanic 19.12% OSTP and 11.96% OAAP * Asian Pacific 4.38% OSTP and 3.26% OAAP Economically Disadvantaged 46.33% OSTP and 72. English Language Learners 7.02% OSTP and 5.43% Two or more races 13.61% OSTP and 18.48% OAAP The three largest populations of greatest disparity. Last year, we addressed a significant disproportion. We are also addressing a significant disproportion	discussed in 8th grad with guidance counselor and	More training on what a true OAAP participant look
Mustang Public Schools	91/7056 x 100 = 1.28%	At the beginning of the year District Special Educator 1.36 Members of the IEP teams have participated in train	The District does serve students with more comple Yes, the district has several residential facilities, inc	The District does not have a small overall student p No	Eligibility determination is decided on by the MEEGS The individual IEP team reviews all assessment da The Criteria Checklist for Assessing Students with	The Coordinator of Special Education Programs rev The district's special education department conduc	Based on the letter dated November 20, 2024 from Parents and guardians are an active part of each IE Mustang Public Schools also has a Parent Resource Center. Currently, we feel supported with resources and tec
Oklahoma Connections	2.40% Guardians receive the OAAP Parent Brochure annu	Our enrollment is open to any student that resides	No	Evaluation team reports- Benchmark assessment d Criteria Checklist and Guidance Rubric are used du	The Male subgroup has the largest discrepancy. Th	The Checklist for Alternate Assessment is discuss	None
Panama Public School	1.35% Annual meetings and trainings	No	Yes, our total student overall population is less tha	Intellectual/Cognitive Assessments and Adaptive B Our students who qualify for the OAAP are also in o	Our district has a higher population of White/Cauca	Parents attend all IEP meetings where we discuss t	In person trainings for continuing education
Perkins-Tryon Public Sch	1.4 SpEd teachers are required to review the Participant	No	No	ABAS, various classroom/curriculum assessments	Teachers must provide the Director of Special Educ	Our district does not have significant discrepancies	The criteria is reviewed annually at the IEP meeting If Oklahoma is going to continue with the archaic p
Prue Public Schools	1.40% IEP team members each year come together and w	No	Our total district population is roughly 280 student	The IEP team uses the Criteria Checklist, formal as	IEP yearly reviews students IEP for possible partici	All students identified are White and Economically	Parents are informed during their yearly IEP of the Yearly professional development on the Criteria Ch
Putnam City	212/9510 = 2.23%	IEP Teams are aware of the OAAP criteria checklist	No	Primarily Student IQ and adaptive scores from rece	With the increase in numbers, we will review all OA.	OAAP v OSTP: Asian - 3.03% v 4.33% Two or more - 8.49% v 10.37% Black - 33.33% v 22.66% Am. Indian - 3.77% v 1.57% Pacific Islander - 0.47% v 0.31% White - 50.94% v 60.91%. Biggest discrepancies are with our Black and Amer	Discussion at the annual IEP meeting is how paren
Sapulpa Public Schools	30/1745=1.7%	Members of the IEP team completed the OAAP 1%	Our district does not provide a targeted program at large special education population (19%), being the	No, the district doesn't have a small overall student	Evaluation reports/MEEGS, Adaptive Skills assess goals/objectives.	The EdPlan "Participating in OAAP Report" is review checklist along with the guidance rubric for consid	The IEP team reviews the alternate assessment cri rubric for considering eligibility for the OAAP to hel students meet criteria for the alternate assessmen provided by DLM and a copy of the OAAP brochure Diploma for Parents Guidance Brief. The IEP team standard diploma and alternate diploma along with under IDEA (ages 18-22). No additional resources or technical assistance is
Sentinel Public School	1.96 Our IEP teams use the Criteria Checklist to guide th	No	Yes. Our total school enrollment is 296 (PK-12).	Our district uses recommendations from OSDE to d	We are a small school district. I am the Director or	None. All three students are Caucasian. One Femal	Parents participate in the Annual IEP meetings. Our
Shidler	1.03 [3] Teacher is responsible for all professional learning	No	Yes. We only have 97 students, grades 3-8, & 11.	OSTP test scores, benchmark STAR scores, MEEGs	Each year, the IEPs are audited to determine the m	No discrepancy	Yes We have the necessary resources to determine the

Spiro Public Schools 401	1.70% All IEP team members have completed the OAAP 1	Yes, our district offers refresher special education classes to meet the needs of students with significant cognitive and/or physical disabilities.	NO	The Spiro School District reviews the IEP of studen who have participated in the alternate assessment annually or more often as needed. The team utilize the rubric for determining eligibility for OAAP participation. The team reviews comprehensive evaluation components to include, but not limited to cognitive/intellectual abilities and adaptive behavior scores to determine participation.	There is no disproportionality indicated by gender, race or other subgroups.	Parents or guardians are informed annually regarding the decision to place a student on the alternate assessment and the postsecondary implications associated with earning an alternate diploma during the IEP meeting.	The rubrics are helpful and the criteria checklist are
District Level Data: English Language Arts and Mathematics Formula: OAAP Student Testing Population / Total							
1.70% Each month, our staff that work with students with	Yes, Stillwater Public Schools, SPS, is the largest dist	Does the district provide a targeted program that matches the needs of students with significant cognitive and/or physical disabilities?	Does the district have a small overall student population if yes, please explain your answer below.	What data sources are used to determine eligibility	Describe the process for auditing the IEPs for students with disabilities	Disproportionality: What subgroups in your district have the largest discrepancies? When looking at subgroup discrepancies, what hypothesis can form is there is no difference?	Parent/Guardian Participation: How are parents or guardians informed annually regarding the decision to place a student on the alternate assessment and the postsecondary implications associated with earning an alternate diploma during the IEP meeting?
2.18 All members of the IEP follow the Criteria Checklist	No	Our district is in a small, economically disadvantaged area.	Our teams utilize the criteria checklist as well as the OAAP checklist.	Each year the team reviews each student's progress	With our testing group, we have more males taking	Parents are included in the decision to place their child on the alternate assessment.	I feel at this time, SDE has been providing appropriate resources and technical assistance.
1.30% IEP teams review the criteria checklist for potential	Yes, there is a level 4 No People's Inc. group home located in our district.	All eligibility decisions are made by the IEP team, including the OAAP checklist.	Special Education staff have internally monitored the OAAP checklist.	We have a large number of Native American students.	Parents are included in the OAAP participation decision.	Continued professional development opportunities.	
3 Dynamic Training	Child find	yes plus twins that will be administered the OAAP	OAAP Criteria Checklist	annual IEP and OAAP Criteria Checklist	Follow OSDE and federal regulations	Team effort in IEP meetings	OSDE Training
2.89% All members of the IEP team are informed annually	No	Yes. We have a student population of 125 PK-12.	Initial evaluation qualification based on the Woodcock-Johnson Test of Achievement.	We ensure that evaluations are up to date and still accurate.	We don't have a subgroup with significant discrepancies.	Parents are informed annually at their child's IEP meeting.	None- we use qualified professionals throughout the district.
134 / 7535 = 1.75%	All Administrators, School Psychologists, and Spec	No	No	Review of the multidisciplinary evaluation and eligibility.	After a student has been evaluated by a certified special education teacher.	There are two subgroups that have a higher percentage of students with disabilities.	During the annual IEP meetings, the IEP team reviews the data.
2.90% We have received training on OAAP and the 1% rule	No, but we have a large number of students who have disabilities.	Our district wide enrollment is currently 765.	The OAAP checklist provided by the OSDE, IEP team.	The category is checked as well as the OAAP checklist.	Most of our students are Native American Males.	The decision is made during the IEP meeting.	The previous training was very helpful!
959 students in 3-8,11, 9,59 student	Test admin. training on OAAP, Director provides PD	We provide a nonverbal autistic program that contracts with the school.	We have 2,115 students total. Our severe and profound population is 125.	Benchmarks, Achievement, IQ, and communication.	The Team Leader in each building audits the IEP, then the OAAP checklist.	White students have the largest discrepancy. We have a high percentage of students with disabilities.	Every year at the IEP meeting, we strive to meet the needs of all students.
3.2 Sped staff has been provided PD on eligibility and the OAAP checklist.	No	Yes	Current cognitive/AB/Academic performance as well as the OAAP checklist.	Each year a determination is made if the student qualifies for the OAAP checklist.	SLI-white has a higher number of students.	Discussion of needs, eligibility based on checklist.	NA
1.345 The members of the IEP team have engaged in collaborative training on the OAAP checklist.	No, students have to meet qualifications through the OAAP checklist.	Yes, WPS has a low overall student population that is 125.	Team meeting, OAAP checklist, student data	Yearly IEP meeting, current data, stakeholder input	WPS feels that the discrepancy between general and the subgroup that qualifies for the alternate assessment is the largest.	IEP meeting, team collaboration.	None at this time.
1.80% Severe/Profound teacher is certified and has been	We do have a severe/profound program as well as the OAAP checklist.	We have a high percentage of severe students with disabilities.	Academic scores on full scale academic testing, including the OAAP checklist.	We follow the SDE file monitoring tool aligned with the OAAP checklist.	We have a low socioeconomic population where many students have disabilities.	Team decision when annual IEPs are visited.	An updated guidance brief on the OAAP checklist.
2.96% 4 out of 135 students	During IEP team meetings, the IEP team reviews the OAAP checklist.	No	Yes. We are a rural school with less than 300 students.	The data sources that are used by our district are the OAAP checklist and the IEP meeting.	After the initial IEP has been formulated for the student.	When looking at disproportionality, two of our four subgroups have significant discrepancies.	Parents are informed at annual IEP team meetings.
6/220x100=2.73%	All test administrators giving the OAAP have completed the OAAP checklist.	No	Yes, the district has a high percentage of students with disabilities.	Psychoeducational and psychological testing from the OAAP checklist.	All students qualify by using the OAAP checklist.	There is no discrepancy between the assessment and the OAAP checklist.	Through the IEP process and parent/teacher conference.
2.50% The staff has been trained to go over the criteria checklist.	Woodward has a shelter that takes foster children.	No	The team uses current assessments to determine the OAAP checklist.	We look annually at the students on an OAAP. The team uses current assessments to determine the OAAP checklist.	We don't have large discrepancies.	The parent is given the OAAP brochure. Parents are informed.	The rubric and the checklist are helpful in determining the OAAP checklist.
1.40% We have previously used the Pepper modules with the OAAP checklist.	No, but we have had many families that have moved.	No	We use the alternative assessment checklist provided by the OAAP checklist.	We have school psychologists review students' plans. We feel that our activities effectively identify the students with disabilities.	We do not know of any disproportionality in our subgroups.	IEP teams provide parents with the OAAP Parent B checklist.	We do not need any additional assistance at this time.
3.17% Training has occurred on the Criteria Checklist to help the IEP team.	Our district participates in a Co-op program that caters to students with disabilities.	We are a rural school district with a small population.	The Criteria checklist, psychological/medical evaluation.	All files are audited by the Special Education Director.	All students are from low-income, single parent households.	Parents are formally informed through the IEP process.	More trainings regarding helping the most severely disabled students.

10 The team participates and discusses the Criteria	No	Yes, we had students move into the district and low	WRAT 3 and evaluation data	The district creates a team which discusses the str	None	Parents are provided with the OAAP brochure and t	None at this time.	
1.77 Each member of is a part of the decision making fo	no	Yes, we are a small district with a small number of	Criteria checklist for assessing students with disa on alternative assessments, evaluation data, Guida	The team goes over the OAAP sources provided by	The subgroup in our district with largest discrepan	The parent or guardian is part of the annual decisio	Any additional resources are always nice to have.	
0.27 EaEach IEP team member is given a Criteria Check	no	Yes, we are a rural school that goes to the benchmark assessment 8th grad	Evaluation team reports, The school looks at progress on functional daily liv	With only one student taking the OAAP we feel ther	The parents are part of the team that considers the	Criteria Checklist and Guidance Rubric are invalab		
0.63% Through our handbook and PD	no	OAAP Criteria Checklist	The OAAP checklist	We have few subgroups, if any.	IEP meetings	None at this time		
1.83 In Oklahoma, the Oklahoma State Department of E	No	Yes, Oklahoma districts with small overall student	<p>In Oklahoma, eligibility for the Oklahoma Alternate</p> <p>1. Evaluation Team Reports: These reports provide:</p> <ul style="list-style-type: none"> 2. Benchmark and Diagnostic Assessments: These 3. Assistive Technology (AT) Evaluations: AT eval 4. Speech and Language Assessments: Evaluation 5. Progress Data on IEP Goals and Objectives: Me 6. Adaptive Skills Checklists/Inventories: These too it's important to note that intelligence quotient (IQ) By thoroughly reviewing these diverse data sources 	<p>In Oklahoma, auditing Individualized Education Pro</p> <p>1. Identify Eligible Students – Collect a list of studie</p> <p>2. Review IEPs for Compliance – Examine each IEP – Justification for alternate assessment participa</p> <p>3. Alignment with Oklahoma Academic Standards – Documented accommodations that align with a</p> <p>4. Verify Documentation & Data – Ensure that the IE</p> <p>5. Assess Implementation & Instruction– Confirm t</p> <p>5. Interview Staff & Collect Evidence – Gather input</p> <p>6. Identify Areas for Improvement – Document inc</p> <p>7. Report Findings & Provide Training – Summarize Would you like more details on any specific part of</p>	<p>As of current our male population is the largest dis if the male population in your district shows the lar</p> <p>1. Disproportionality of Disabilities**</p> <p>2. Behavioral and Adaptive Skill</p> <p>3. Refinement and Evaluation Practice** – Schools m</p> <p>4. Instructional and Environmental Factors** – Diff</p> <p>5. Parent and Educator Perceptions** – IEP team</p> <p>6. Differences in Developmental Milestones** – So To validate or refute these hypotheses, a deeper an To address the identified hypotheses regarding the</p> <p>1. Review and Refine Identification and Referral Pro</p> <p>2. Conduct an audit of special education referrals to</p> <p>3. Implement universal screening tools and early int</p> <p>4. Provide professional development for educators o</p> <p>5. Pre-IEP Targeted Training for Subgroups with the Largest Discrepancy</p> <p>To identify the subgroups with the greatest discrep</p> <p>Disability Categories: Students with Intellectual Dis</p> <p>Ethnicity & Race: Are there specific racial or ethnic English Learners (ELs): Are EL students dispropo</p> <p>Socioeconomic Status: Are students from lower-in</p> <p>School-Specific Trends: Do certain schools have t</p> <p>Potential Hypotheses for Discrepanc</p> <p>Eligibility Criteria Misalignm</p> <p>Some students ma</p> <p>Inconsistent IEP Team Decision-Making: Schools a Disproportionate Representation of Certain Subgro</p> <p>Lack of Training & Resources: IEP teams may not h</p> <p>Parent & Staff Perceptions: Some educators and fa</p> <p>Problem-Solving Actions To address these hypotheses, Lawton Public Scho</p>	<p>To ensure that students in Oklahoma are assessed</p> <p>1. Assessment Materials and Guidelines** OSDE o</p> <p>2. Special Education Assessment Guidance** For</p> <p>3. Professional Development via OSDE Connect</p> <p>4. Assessment Coordination and Support**: OSDE By utilizing these resources and engaging in ongoing</p>		
2.21 Our team members are currently using the OAAP ru	Our district is a compassionate assignment for For	no	For some of our students we have had to have the	In September of each year, we bring out the OAAP r	1. Data Analysis & Monitoring	We discuss this annually at the student's IEP meeti	I think OSDE is doing a better job recently. With pro	
2.099 OAAP Assessed	Review of Policies, Procedures and Practices durin	The district does not at this time. However, our tow	Our student testing population is approx. 381 at thi	Comprehensive evaluation including but nor limited	As we look at all students participating in OAAP, we	<p>Conduct a comprehensive data review of OAAP par</p> <p>Compare OAAP participation rates by disability cat</p> <p>2. Professional Development & Guidance</p> <p>Provide targeted training for IEP teams on OAAP el</p> <p>Develop a decision-making checklist to ensure con</p> <p>Conduct refresher sessions with school psychologi</p> <p>3. IEP Review Process</p> <p>Implement a pre-approval process where IEP team</p> <p>Conduct random audits of OAAP decisions to ensu</p> <p>Require special education directors or coordinators</p> <p>4. Family & Staff Engagement</p> <p>Host parent education sessions to explain the impl</p> <p>Provide clearer communication to staff and parent</p> <p>5. Collaboration with the Oklahoma State Departm</p> <p>Engage with OSDE for additional technical assistan</p> <p>Request feedback on best practices from other dis</p> <p>By implementing these strategies, Lawton Public S</p>	<p>Our largest subgroup are students with Intellectual</p> <p>Parents are informed of the option/decision for OA</p>	I think the state does a good job with technical ass

	1.02 The team has completed the professional development	no	Yes	Intellectual and cognitive along with developmental	The team looks at all of the data and only the main	There are more students that are not taking the OA	The parents are a big part of the team and their tho	The district is looking for some additional testing.
3 %	Our district has hired a consultant to work one on one	No	Our district enrollment numbers have been steadily	Our IEP team uses the Criteria Checklist for Assess	We have started internal audits of all IEPs, especially	The subgroup with the largest discrepancy is American	Alternate assessment placement is discussed year	I think working with our SPED teachers in the elem
	1.60% We have held professional development specifically	no	Yes, parents in the area want their children to attend	multidisciplinary testing, adaptive scores, classroom	The Elementary and Secondary Special Education	We have a larger amount of males than females taught	Parents are presented information during the IEP meeting	We need special education teachers.
4/244=0.01639 0.01639 x 100 = 1.639% of OAAP	IEP teams are informed and trained by the Special	No, we do not.	Yes, we do. Our total student enrollment (PK-12) is	Diagnostic Assessments, Speech/Language Assess	At the annual IEP meeting/review, the Team	Our district was found to not have significant discrepancies	The IEP team discusses and addresses the students	I can't think of any other resources or assistance we
2.27% Math and ELA	SPED Director uses PD at the beginning of school a	Bristow has 5 Autism/multiple disabilities classroom	As SPED Director I get numerous calls from parent	KTEA, WRAT-4, WJ IV COG/ACH, Stanford-Binet tes	Director does a monthly review of IEPs on student	There is no disproportionality discrepancies	At the yearly IEP meeting, the parents and team review	Continue to provide updated information from the
1.41 %	We train during back to school week, and review during	We have sped Pre K which we believe does a good	We are not small but our numbers of special education	We use current evaluations and updated adaptive i	As the director I review in the fall and early in the spring	Our subgroups of students that are taking the OAAP	That is reviewed at the annual IEP and we are continuing	We appreciate the continued education and training
13/611=.0212 x 100= 2.1%	Team met together and reviewed the criteria check	No, our special education program is the best in our	Yes, Ilabel has a total student enrollment of 1277 s	Educational testing scores, adaptive behavior scor	IEPs were pulled and reviewed with the assessments	Our economically disadvantaged subgroup is disparity. We will continue to monitor those student information	Parents participate in the IEP meetings and are well	I don't think we need future assistance at this time
	1.7 State training and outside training.	na	Yes, we are around a 1000.	Thorough testing by school psychologist and further	We use the rubric provided by the OSDE.	NA	Every IEP meeting	More webinars for immediate training of new staff
	1.8 The special education director was the facilitator o	No	Yes, Olive Public School is a very small school with	comprehensive evaluation, adaptive behavior, achievement	The special education director facilitates IEP meetings	Olive Public School has two students scheduled for	Parents are part of the IEP team and contribute to it	The OAAP Handbook and checklist is very informative
Total Student Testing Population = 287: 4 OAAP students	Administration, special education director, and special education	No	We will have 247 students in grades 3-8 taking the	Local assessment data (NWEA), prior state assessment	Special education director and special education teacher	There are no significant differences between the subgroups	Parents are involved in the IEP teams and the decisions	The district uses the programs and documents currently
	4 All staff members have/will complete the required training	Oilton is a member of a local coop. This allows par	Yes, Oilton is a class B school. Our pk-12 population	IEP teams use the state issued OAAP determination	OAAP participation is evaluated yearly at each student	Our OAAP participants are caucasion, as is a vast	Parents are included in the decision. The team decide	Our district has a good understanding of who qualifies
	3.40% All members do the OPPA 1% professional development	No	Yes, our district has a total population of 62 students	IQ Scores, intelligence assessments, cognitive assessments	IEPs are audited at the beginning of the school year	No particular discrepancy between subgroups. Those	The parent are informed during the yearly IEP meet	No additional assistance is needed.
	1.17% IEP members are informed/trained on the OAAP Criteria	No	Yes, we have a total of 255 students grade 2-8 & 11	Cognitive & academic evaluations, adaptive behavior	IEPs are audited yearly - OAAP participant eligibility	No disproportionality has been noted.	Parents are notified during the annual IEP meeting	None at this time.
	1.06 We all were given the guidelines to review and then	No	Yes, we have approximately 215 students, Pre-K thru	Classroom assessments, IXL, and STAR	Uncertain, this is my first second year in this district	We have a large population of white males in our district	It is discussed at yearly IEP meetings.	None
District Name	District Level Data: English Language Arts and Math Formula: OAAP Student Testing Population / Total	Describe how all members of the IEP teams have been provided a targeted program that if yes, explain your answer below.	Does the district have a small overall student population if yes, please explain your answer below.	What data sources are used to determine eligibility	Describe the process for auditing the IEPs for students	Disproportionality: What subgroups in your district have been identified. When looking at subgroup discrepancies, what hypothesis will the district take	Parent/Guardian Participation: How are parents or guardians informed annually	What resources and technical assistance does the
Comanche Public School	0.7389 [8]	Through our Special Education monthly PLC meeti	No	Yes. The entire District Population Grades PK-12 is	IQ/Intellectual Score, Adaptive Behavior Score, OAAP	At the annual IEP meeting, the team reviews the IQ	Those students who's IQ scores show a significant	At the annual IEP meeting the team reviews the data
Garber Public Schools	Approx. 3.2	I take the annual training for OAAP as well as partici	We have a self-contained classroom as well as a te	Yes, we are a small school with a lower student pop	Assessments, cognitive ability, and work samples	We look through MEEGS and IEPs to be sure that all	We have a small enrollment with a population of st	Parents are given information about the alternate a
Locust Grove School Dis	2.4 percent	Rubric that shows areas in which students can qua	No	Yes, our state testing group is around 600 students	NWEA, WRAT, re - evaluations, Hancock Testing, Go	NWEA, WRAT, Goal progress. Revisiting the Rubric.	I don't really have that data. I am a very new SPED	Parents are given the alternate diploma information
								None at this time. Our numbers were in the 4.0 per