



November 1, 2023

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 (ESEA) related to students participating in alternate assessments of each State Education Agency's (SEA's) statewide assessment. The ESSA requires SEAs to submit waiver requests to the U.S. Department of Education in the event 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 2022-2023 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) for the number of students who participate in alternate assessments aligned with alternate academic achievement standards (AA-AAAS) for the 2023-2024 school year for subject areas math, ELA, and science.

Our LEA's have a better understanding on how to identify the most appropriate assessment for students with disabilities due to the submission of Justification Statements, assurances submitted by principals, and OSDE-provided resources and trainings. OSDE-SES continues to address this area of need by providing supports and exploring new methods to maintain progress towards reaching the 1.0 percent cap both through the Office of Assessments and Office of Special Education Services.

OSDE is seeking comments on this waiver extension request. Any individual or organization may submit written comments on the proposed waiver pursuant to 34 Public Comments will be submitted to the U.S. Department of Education. OSDE is providing statewide notice by sending a memo through our Special Education listserv and posting the waiver application on the Oklahoma State Department of Education Special Education Services (OSDE-SES) webpage. Comments and questions should be submitted to Sherri Coats, Program Director, Special Education Services, using the following email, Abby.Johnson@sde.ok.gov. Public comments must be submitted no later than 5:00 pm, **Friday, December 1, 2023**.

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
<p>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.</p>	<p>The Oklahoma Alternate Assessment Program’s (OAAP) operational window is March 25, 2024 through May 15, 2024. 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 26, 2023.</p> <ul style="list-style-type: none"> • Date that is 90 days prior to the start date for the OAAP: December 26, 2023. • OAAP Year-End Operational Window (required) is March 25, 2024 through May 15, 2024. • Instructionally Embedded (IE) assessments are for instructional purposes and are optional for LEAs. The IE window is September 11, 2023 through February 23, 2024. • The OAAP testing schedule is disseminated through the Special Education Listserv and is posted to the OAAP Webpage. • A memo detailing the testing schedules on August 28, 2023 (Requirement 1 Attachment) was sent to LEAs through the Special Education Listserv.

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.

2022-2023 Oklahoma Student Participation in ELA by Subgroup

Subgroup	Number participating in statewide assessment (ELA) 2023	Number participating in the OAAP (ELA) 2023	Percent participating in the OAAP (ELA) 2023
All students	If you have questions about the data, please email caroline.misner@sde.ok.gov .		
Black			
White			
Hispanic			
Economically disadvantaged			
English Learner			
Homeless			
Asian			
Hawaiian/Pacific Islander			
Two or More Races			
American Indian/Alaskan Native			
Male			
Female			

2022-2023 Oklahoma Student Participation in Math by Subgroup

Subgroup	Number participating in statewide assessment (Math) 2023	Number participating in the OAAP (Math) 2023	Percent participating in the OAAP (Math) 2023
All students	If you have questions about the data, please email caroline.misner@sde.ok.gov .		
Black			
White			
Hispanic			
Economically disadvantaged			
English Learner			
Homeless			
Asian			
Hawaiian/Pacific Islander			
Two or More Races			
American Indian/Alaskan Native			
Male			
Female			

2022-2023 Oklahoma Student Participation in Science by Subgroup

Subgroup	Number participating in statewide assessment (Science) 2023	Number participating in the OAAP (Science) 2023	Percent participating in the OAAP (Science) 2023
All students	If you have questions about the data, please email caroline.misner@sde.ok.gov .		
Black			
White			
Hispanic			
Economically disadvantaged			
English Learner			
Homeless			
Asian			
Hawaiian/Pacific Islander			
Two or More Races			
American Indian/Alaskan Native			
Male			
Female			



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	If you have questions about the data, please email caroline.misner@sde.ok.gov .	
Students Enrolled		
Assessment Participation Rate		
Group	All Students Grades 3-8 and High School Math	Students with Disabilities Grades 3-8 and High School Math
Students Assessed		
Students Enrolled		
Assessment Participation Rate		
Group	All Students Grades 3-8 and High School Science	Students with Disabilities Grades 3-8 and High School Science
Students Assessed		
Students Enrolled		
Assessment Participation Rate		



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
<p>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.</p>	<p>Each LEA that is over 1.0% provides a written assurance to address the following:</p> <ul style="list-style-type: none"> • IEP teams followed the state's <u><i>Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments</i></u> • IEP teams are correctly identifying students with the most significant cognitive disabilities based on the evidence in the <i>Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments</i> • IEP teams are informing parents/guardians of the implications associated with their child being assessed on the alternate assessment (Parent Brochure) • IEP teams have a completed <i>Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments</i> in our online IEP platform <p>Assurance statements regarding the responsibility of IEP teams to follow the AA-AAAS participation requirements are gathered annually from all LEA Superintendents as part of their Assurances and 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].</p>

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
<p>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.</p>	<p>OSDE continues to address disproportionality in the percentage of students in any subgroup taking the alternate assessment through the steps addressed below:</p> <ul style="list-style-type: none"> • Calculating and analyzing participation rates among subgroups at the 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. <p>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 will be notified of any disproportionality in their monitoring letters. Districts are asked whether a disproportionality exists in the <i>Justification for Exceeding 1.0 Percent OAAP Participation</i> survey [Requirement 3 (B), Attachment].</p>

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
<p>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.</p>	<p>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 module regarding the Oklahoma Alternate Assessment Program (OAAP) participation criteria. This module is available in the statewide online IEP system. In addition, LEAs may request print copies of the State definition from OSDE-SES to provide to IEP team members [Requirement 4 (A), Attachment 1].</p> <p>2022-2023 Plan and Timeline for improving our participation guidelines:</p> <ul style="list-style-type: none"> • 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 [Requirement 4 (A), Attachment 2].

- 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. SDE has released an optional *Guidance Rubric for Considering Student Eligibility for the Oklahoma Alternate Assessment Program (OAAP)* to assist IEP teams when making the decision 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 [Requirement 4 (A), Attachment 3].

We are confident that separating the questions will provide more clarity to IEP teams around the assessment information they need to review when placing a student on alternate assessment. In addition, we are hoping to see a positive impact on our OAAP percentage with the rollout of the alternate diploma starting in the 2023-2024 school year.

A monthly 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.

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
<p>Oklahoma provided a plan and timeline for additional steps it will take to support and provide appropriate oversight of districts expected to assess more than 1.0 percent.</p>	<p>LEAs anticipating exceeding the 1.0 percent cap are annually required to complete the online survey <i>Justification for Exceeding 1.0 Percent OAAP Participation</i>. The survey is disseminated by the Office of Special Education Services and the Office of Assessments. The survey addresses an LEA’s projected AA-AAAS participation percentage, the previous year’s AA-AAAS 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.</p> <ul style="list-style-type: none"> • March 2022: Justification Survey results were reviewed for comments made by districts to see areas where districts would benefit from more support and training related to alternate assessment decision-making. • Summer of 2022: The Special Education Office and Office of Assessments collaborated to develop a new tiered monitoring approach to support districts that are over 1.0% to ensure they are appropriately identifying students who meet the requirements for alternate assessment.

The requirements for LEAs to complete at each tier are listed below. We have also attached the monitoring documents that are being provided to districts [Requirement 4(B), Attachment 1].

Newly Identified Districts:**Tier 1:**

- Complete the Professional Development Module on the 1.0% criteria and implications of assessing students on the alternate assessment;
- Complete the 1.0% Toolkit.

Tier 2:

- Complete the Professional Development Module on the 1.0% criteria and implications of assessing students on the alternate assessment;
- Complete the 1.0% Toolkit;
- Complete a file review of each student identified by SDE utilizing the Rubric for Determining Student Eligibility for OAAP and submit the file reviews to OSDE.

Tier 3:

- Complete the Professional Development Module on the 1.0% criteria and implications of assessing students on the alternate assessment;
- Complete the 1.0% Toolkit;
- SDE will monitor each LEAs alternate assessment IEPs with a monitoring checklist;
- SDE will meet with each LEA via a virtual meeting to review the results of monitoring.

Previously Identified Districts:**Tier 1:**

- If the district completed the 2023 Justification Survey and the toolkit from the 2022-2023 school year, there are no requirements to be fulfilled at this time. The letter is a notification to districts of their tiered status.

Tier 2:

- If the district completed the 2023 Justification Survey and the toolkit from the 2022-2023 school year, they would receive a notification letter of their tiered status with information on completing IEP file reviews.
- The district will be required to complete file reviews regarding OAAP compliance for each student selected by SDE using the Guidance Rubric. The completed file reviews will be submitted in EdPlan.
- SDE will review the submitted documents to ensure districts are following OAAP placement criteria and provide targeted support if needed.

Tier 3:

- If the district completed the 2023 Justification Survey and the toolkit from the 2022-2023 school year, they would receive a notification letter of their tiered status with information on completing IEP file reviews.
- The district will be required to complete file reviews regarding OAAP compliance for each student selected by SDE using the Guidance Rubric. The completed file reviews will be submitted in EdPlan.
- SDE will review the submitted documents to ensure

districts are following OAAP placement criteria and provide targeted support or require the completion of an improvement plan if needed.

- October 2023: The OAAP Program Manager presented at the first-year special education directors meeting to review the waiver requirements and Oklahoma's plan for improvement [Requirement 4 (B), Attachment 2].

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
<p>Oklahoma provided a plan and timeline for addressing any disproportionality.</p>	<p>All LEAs anticipating exceeding the 1.0 percent cap are required to complete the <i>Justification for Exceeding 1.0 Percent OAAP Participation</i> survey. Secondly, after the year-end assessment data is finalized, OSDE-SES analyzes all LEAs for a discrepancy in disproportionality.</p> <ul style="list-style-type: none"> • Districts will be notified if disproportionality exists in their district. • Districts will be asked to reflect on their disproportionality by answering the following questions: <ul style="list-style-type: none"> • 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 <i>Justification for Exceeding 1.0 Percent OAAP Participation</i>.

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	District Name	Subject	OAAP Student Count	Total Students Tested	OAAP Percentage
2023	State Total	Math	If you have questions about the data, please email caroline.misner@sde.ok.gov .		
2023	State Total	Reading			
2023	State Total	Science			
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
<p>Oklahoma showed that it made progress toward its prior year’s plan and timeline.</p>	<p>Progress has been made in lowering the percentage of students assessed through the Oklahoma Alternate Assessment Program (OAAP) over the past four years. LEAs providing Justification Statements for overages, assurances submitted by district superintendents, and State level support have made a positive impact on increasing LEAs’ capacity to identify the most appropriate assessment for students with disabilities.</p> <p>Prior to the suspension of testing due to COVID-19, the OAAP operational window was open for 12 school days. During that time, 995 students completed at least one test section. Four weeks prior to the window opening, 184 LEAs indicated to OSDE they anticipated exceeding the participation cap through the required survey referenced in this waiver. For comparison, in 2018, 256 LEAs exceeded the participation cap and 5,759 students participated in an AA-AAAS ELA assessment.</p>

OSDE continues to explore new methods to maintain and build progress toward reaching the 1.0 percent cap. Additionally, OSDE is committed to providing ongoing support to our educators in methods not referenced in the waiver requirements such as biweekly assessment webinars, OAAP desk monitoring, OAAP Memos, and targeted technical assistance.

Oklahoma has experienced a teacher shortage, low levels of teacher retention, an increase in non-traditionally certified special education teachers, and an increase in the special education population over the past few years. Despite these extenuating circumstances, OSDE realizes more progress can be made towards our 1.0 percent goal and is actively committed to our students and educators across the state in building our capacity to determine the most appropriate state assessment for students with significant cognitive disabilities and adaptive behavior deficits.

While we have continued to see a decrease in our alternate assessment participation numbers, we are hopeful that with the continuation of our tiered monitoring process and implementation of the alternate diploma, we will continue to see our numbers decrease with students moving to assessments that are appropriate based on their cognitive and adaptive behavior abilities.

2023-2024 OAAP Update; August 28, 2023

This update will cover:

- 2023-2024 Testing Schedule
- DTC Timeline
- Bulk Student Upload
- New First Contact Survey
- Professional Development
- DLM Reminders

2023-2024 Testing Schedule

OAAP Spring Window: March 25 – May 15, 2024

	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th
ELA	✓	✓	✓	✓	✓	✓			✓
Math	✓	✓	✓	✓	✓	✓			✓
Science			✓			✓			✓
History									✓

Instructionally Embedded Assessment Window opens September 11, 2023. This is highly encouraged, but optional.

DTC Timeline

A [timeline](#) has been created to assist District Test Coordinators throughout the year with reminders of all the OAAP testing tasks.

Bulk Student Upload in Kite Educator Portal

All districts should now be able to view their students in Kite Educator Portal. The student enrollments were based on IEP records in EdPlan on 8/28/2023. 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.



New First Contact Survey

A student's First Contact Survey remains with the student from year to year and typically only must be reviewed, updated if needed, and resubmitted each new school year. Due to revisions to the First Contact Survey for 2023–2024, all required items will need to be completed, even for returning students. District Test Coordinators will need to Roster students to the teacher for the teacher to complete this step.

Professional Development

Dynamic Learning Maps offers many valuable professional development resources on their website. We will feature a training in each update that educators may wish to pursue. The next course we are introducing is called Symbols. This course focuses on symbols to support communication and interaction through modeling symbol use, using a core vocabulary overlay, and pairing symbols with words in text.

- [Symbols Self-Directed Learning Module](#)
- [Symbols Facilitated Module Materials](#)

DLM Reminders

- DLM has released a new training module “How to Interpret and Use Score Reports.” The module covers how to read and interpret the performance and learning profile, score report uses, and caution about score report interpretation and uses that are not supported by DLM.
- Information about a new button in Kite Educator Portal. Under the User tab, there is a button labeled “Remove.” Please only use this button for Users who retire from your district.
- Subscribe to [DLM Test Updates](#).
- The Kite Student Portal will be the same version that was used in the 2022-2023 school year.
- 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. 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.
- 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, please reach out to Caroline Misner at caroline.misner@sde.ok.gov or Kristen Coleman at Kristen.coleman@sde.ok.gov.



**OKLAHOMA SCHOOL TESTING PROGRAM
2023-2024 ASSESSMENTS**

	MATH	ELA	SCIENCE
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			

COLLEGE- & CAREER-READINESS ASSESSMENTS

	ACT	SCIENCE	U.S. HISTORY
Grade 11			



**OKLAHOMA SCHOOL TESTING PROGRAM
2023 - 2024 TEST DATES**

	ONLINE TESTING	PAPER/PENCIL TESTING*	ASSESSMENTS
Grade 3	April 15 - May 15, 2024	April 15 - May 1, 2024	MATH ELA
Grade 4	April 18 - May 15, 2024	April 18 - May 1, 2024	MATH ELA
Grade 5	April 18 - May 15, 2024	April 18 - May 1, 2024	MATH ELA SCIENCE
Grade 6	April 18 - May 15, 2024	April 18 - May 1, 2024	MATH ELA
Grade 7	April 18 - May 15, 2024	April 18 - May 1, 2024	MATH ELA
Grade 8	April 18 - May 15, 2024	April 18 - May 1, 2024	MATH ELA SCIENCE
COLLEGE- & CAREER-READINESS ASSESSMENTS			
Grade 11	April 1 - 25, 2024	April 1 - 12, 2024	SCIENCE U.S. HISTORY
ACT Test	April 9 – 19, 2024	Please reference the ACT test administration manuals for accommodated testing schedules	
ACT Make-Up	April 23 - May 3, 2024		

WIDA Access/Alternate Access: January 08 - March 22, 2024

National Assessment of Educational Progress (NAEP): January 29 – March 8, 2024

Oklahoma Alternate Assessment Program (OAAP) | DLM Testing Window: March 25 - May 15, 2024

* Paper/Pencil testing is only allowable under special circumstances



Overview	Contact Information	Cooperative Interlocal	Maintenance of Effort	Forms	Agreement	Developmental Delay	Specific Learning Disabilities	Personnel Development	Discipline Policies/Procedures	GEPA	Submit	Agreement Print
Agreement Part 1				Agreement Part 2				Agreement Summary				
FAPE	FAPE Part 2	Child Find	Participation in Assessments			Personnel Development Agreement				Charter Schools		

Participation in Assessments

Requirement 3 (A) Attachment

Return

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 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.
 - 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
 - (1) 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.

(C) Alternate assessments.

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

- (1) 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.
- 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))

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.
- 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
- (1) 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.
- For assessing the academic progress of students with disabilities under Title I
- (2) 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:
 - The number of children with disabilities participating in regular assessments,
 - (1) 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.
 - 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-
 - (5)
 - (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))

2024 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 Math, English language arts, 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 2024 spring operational window, complete the following survey by **March 1, 2024**.

District staff may utilize this template prior to completing the online survey. This template is designed to be a reference when completing the online survey and is for your own records. 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, contact Caroline Misner at (405) 522-1677 or caroline.misner@sde.ok.gov.

* Indicates required question

1. District Name *

2. Director of Special Education *

3. Email Address *

- 4. District Level Data: English Language/Arts and Math. Enter the projected OAAP participation in Math and ELA for the 2023-2024 school year. *
Formula: $\text{OAAP Student Testing Population} / \text{Total Testing Population (Total Students Tested Grades 3-8, 11)} = N$; $N \times 100 = \% \text{ of OAAP Assessments}$

- 5. 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? *

- 6. Does the district have any student(s) participating in the alternate assessment with the primary eligibility areas of : Specific Learning Disability, Other Health Impairment, Orthopedic Impairment, or Speech Language Impairment? *

If yes, please explain the criteria the IEP team used to determine how the students met the criteria for participation in the alternate assessment.

- 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?

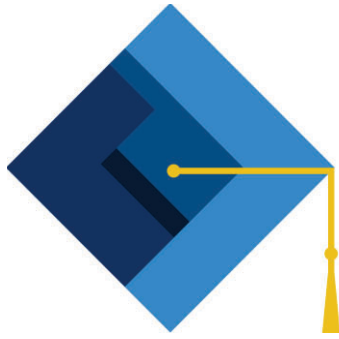
- 12. Parent/Guardian Participation: *

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? *

This content is neither created nor endorsed by Google.

Google Forms



**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.



RYAN WALTERS
STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT *of* EDUCATION

MEMORANDUM

TO: Superintendents and Special Education Directors

FROM: OSDE Office of Special Education Services

DATE: February 8th, 2023

SUBJECT: Graduation and Diplomas for Students who Participate in the Oklahoma Alternate Assessment Program

Under the IDEA, the obligation to make available a free appropriate public education (FAPE) continues beyond high school if the student has not graduated from high school with a regular diploma (as defined by IDEA and ESSA). To be treated as a "regular high school diploma" federal law requires that it be fully aligned with the State's standards. ESSA, Section 8101(43).

§ 300.102 Limitation - exception to FAPE for certain ages.

- As used in paragraphs (a)(3)(i) through (iii) of this section, the term *regular high school diploma* means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma;
- *except that* a regular high school diploma **shall not be aligned to the alternate academic achievement standards** described in section 1111(b)(1)(E) of the ESEA. A regular high school diploma does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.

Therefore, students assessed through the Oklahoma Alternate Assessment Program (OAAP) are NOT eligible for a regular high school diploma. The OAAP is aligned to alternate academic achievement standards. This means that the standard diploma offered in Oklahoma districts to these students does not cease a district's FAPE obligation and should not count as graduated for accountability purposes.

Our state currently only has one diploma option. The OSDE has been exploring options to ensure there is no negative impact on these students or the districts providing them a FAPE.

ESSA provides for the development of a state-defined alternate diploma, specifically designated for students with the most significant cognitive disabilities assessed using the alternate assessment aligned to alternate academic achievement standards (OAAP). In essence, this allows students who take the OAAP to receive a diploma that counts for graduation purposes under our accountability system. Those students may then continue to receive services until the school year in which they turn 22. Students who earn an alternate diploma may not be prevented from working towards meeting the requirements for the standard diploma.

Once a student earns the required credits utilizing the alternate academic achievement standards, typically completed within four years, they would then receive an alternate diploma. However, even after graduating with an alternate diploma a student may return to receive FAPE through the maximum age. Furthermore, as an example, after four years of high school earning the required credits to graduate with an alternate diploma, the adult student or the guardian of the student may choose to exit and not to return to receive FAPE through the school year in which they turn 22 (maximum age).

A state-defined alternate diploma must meet three requirements:

- ✓ Standards-based;
- ✓ Aligned with the State requirements for the regular high school diploma; and
- ✓ Obtained within the same period for which the State ensures the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act (20 U.S.C. 1412(a)(1)).

How is the State-defined Alternate Diploma different from a Standard Diploma?

- A State-defined Alternate Diploma does not terminate a free appropriate public education (FAPE) for students with an Individualized Education Program (IEP).
- The alternate diploma is only for those students assessed using the alternate assessment aligned to alternate academic achievement standards.

How will this diploma impact these students' future postsecondary and/or transition opportunities?

- For postsecondary and transition opportunities, many institutions will accept the credential for transition opportunities. As with the standard diploma, there would most likely be additional admission criteria for postsecondary institutions.

How does the Alternate Diploma apply to the four-year adjusted cohort graduation rate (ACGR) calculations?

- Students receiving a State-defined Alternate Diploma will count toward the four-year adjusted cohort graduation rate, regardless of the year they receive their alternate diploma – provided they graduate within the time period for which Oklahoma

ensures the availability of a free appropriate public education (FAPE) for students with disabilities.

- This allows schools to serve those students without being penalized if they do not graduate within their four-year cohort.

What are the benefits of a State-Defined Alternate Diploma?

- Although districts in Oklahoma have been providing high quality education to students with the most significant cognitive disabilities, developing an alternate diploma will help create more access and opportunity for these students and provide services that are more closely aligned to their unique needs.
- Academic coursework for these students needs to be appropriate and challenging. The OSDE will ensure through the alternate academic achievement standards that students will be exposed to the same level of academic rigor across the state.
- Life skills, transition skills, and career readiness, should be an important part of the curriculum for these students. The OSDE would like to create, through the help of stakeholders (parents and teachers), additional courses that reflect what these students need to help them succeed in postsecondary life.
- These students should receive recognition for their accomplishments and that recognition should provide equal benefit. Other options, such as a certificate of completion, do not carry the same weight as a state-defined alternate diploma.

Should students who reach the “maximum age” in the 2022-2023 school year be awarded a standard diploma?

- An IEP team should determine whether, absent the option for an alternate diploma for the 2022-2023 school year, to award a student participating in the OAAP with a standard diploma. The OSDE does not wish to negatively impact postsecondary options for these students or prevent them from receiving recognition for their accomplishments.
- If a student has not reached the maximum age for FAPE, receiving a standard diploma (for the 2022-2023 school year) will not cease a district’s FAPE obligation. However, some adult students may wish to pursue postsecondary options and exit high school prior to reaching maximum age.

For questions, please contact the OSDE Office of Special Education Services at (405) 521-3351.

CRITERIA CHECKLIST FOR ASSESSING STUDENTS WITH DISABILITIES ON ALTERNATE ASSESSMENTS

NAME OF CHILD: _____ STUDENT ID: _____
FIRST MIDDLE LAST

BIRTHDATE: _____ GRADE: _____ AGE: _____ DATE: _____
MONTH/DAY/YEAR MONTH/DAY/YEAR

PARENT(S): _____

PHONE: (WORK) _____ (HOME) _____ (OTHER) _____

HOME ADDRESS: _____ DISTRICT/AGENCY: _____
STREET ADDRESS/P.O. BOX CITY STATE ZIP

BUILDING: _____ SITE CODE: _____ IEP TEACHER OF RECORD: _____

The OAAP is intended for a very small population of students with the **most significant cognitive disabilities**. Due to the severity of the cognitive disabilities of this population of students, alternate achievement of the content standards is required in daily instruction as well as statewide assessment and the performance expectations aligned with the statewide general assessment are not appropriate even with accommodations. Assessment decisions are made on an annual basis by the IEP team and students must meet certain criteria to be eligible for an alternate assessment. **Students who do not meet the eligibility criteria displayed below SHOULD NOT take the alternate assessment.**

PARTICIPATION CRITERIA CHECKLIST	YES	NO
Does the student have significant intellectual disabilities?	<input type="checkbox"/>	<input type="checkbox"/>
Does the student have significant adaptive behavior deficits?	<input type="checkbox"/>	<input type="checkbox"/>
Does the student's IEP require alternate achievement standards in ALL content areas?	<input type="checkbox"/>	<input type="checkbox"/>
Does the IEP team feel extensive family/community supports will be a lifelong requirement , regardless of modifications, accommodations or adaptations implemented in the student's program?	<input type="checkbox"/>	<input type="checkbox"/>
Does the student require intensive and extensive direct instruction in multiple settings to acquire, maintain, generalize and demonstrate knowledge of skills?	<input type="checkbox"/>	<input type="checkbox"/>
The decision to place the student on an alternate assessment is based on the student's disability and NOT on excessive absences, language, social, cultural, or economic differences, OR administration reasons such as the student is expected to perform poorly on the regular assessment, the student displays disruptive behaviors, or the student experiences emotional distress during testing.	<input type="checkbox"/>	<input type="checkbox"/>

If the answer to **ANY** of the questions above is "NO", the student must participate in the regular 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.



OKLAHOMA STATE
DEPARTMENT of EDUCATION

December 1, 2023

RE: 2023-2024 OAAP Monitoring Notification

Dear Superintendent:

The Every Student Succeeds Act (ESSA) places a statewide 1.0 percent participation cap on students participating in an alternate assessment based on alternate academic achievement standards (AA-AAAS). As a result of the State of Oklahoma exceeding this cap for the 2022-2023 school year, the United States Department of Education granted the Oklahoma State Department of Education, Special Education Services (OSDE-SES) a waiver.

As part of the waiver requirements, the OSDE must submit a plan and timeline by which the OSDE will take additional steps to support and provide appropriate oversight to each LEA that anticipates assessing more than 1.0 percent with the alternate assessment as required by 34 CFR 200.6(c)(4)(iv)(B).

Tier Level	District Percentage of Students Assessed on OAAP
2023 OAAP Tier:	
2022 OAAP Tier:	

Please refer to the email attachments for the Tier 1 Requirements. You will also find a Dates to Remember document to ensure timely completion of all requirements and all required documents.

If you have further questions, please contact me at caroline.misner@sde.ok.gov or 405-522-1677. Thank you for your assistance with this important matter.

Sincerely,

Caroline Misner

Caroline Misner
Office of Assessments
Project Manager, OAAP



OKLAHOMA STATE
DEPARTMENT of EDUCATION

December 1, 2023

RE: 2023-2024 OAAP Monitoring Notification

Dear Superintendent:

The Every Student Succeeds Act (ESSA) places a statewide 1.0 percent participation cap on students participating in an alternate assessment based on alternate academic achievement standards (AA-AAAS). As a result of the State of Oklahoma exceeding this cap for the 2022-2023 school year, the United States Department of Education granted the Oklahoma State Department of Education, Special Education Services (OSDE-SES) a waiver.

As part of the waiver requirements, the OSDE must submit a plan and timeline by which the OSDE will take additional steps to support and provide appropriate oversight to each LEA that anticipates assessing more than 1.0 percent with the alternate assessment as required by 34 CFR 200.6(c)(4)(iv)(B).

Tier Level	District Percentage of Students Assessed on OAAP
2023 OAAP Tier:	Percentage
2022 OAAP Tier:	Percentage

Please refer to the documents included with this letter for the Tier 2 Requirements. You will also find a Dates to Remember document to ensure timely completion of all requirements and all required documents.

Another part of the waiver requirements states, the OSDE must notify districts when subgroup disproportionality exists in the percentage of students taking the Oklahoma Alternate Assessment Program (OAAP). Districts must then address disproportionality among students in their LEA as required by 34 CFR 200.6(c)(4)(iii).

	Economically Disadvantaged	Male	Homeless	English Language Learner	Black	Hispanic	American Indian
Risk Ratio 2023 - Math							
Risk Ratio 2022- Math							
Risk Ratio 2023 - ELA							
Risk Ratio 2022- ELA							

Please complete the Justification Survey to address the district's plan for making progress in reducing the disproportionality in the above area(s).

If you have further questions, please contact me at caroline.misner@sde.ok.gov or 405-522-1677. Thank you for your assistance with this important matter.

Sincerely,

Caroline Misner

Caroline Misner
Office of Assessments
Project Manager, OAAP

Alternate Assessment Differentiated Monitoring Tiers*

All districts that exceeded 1.00% of their student population participating in the alternate assessment will receive a letter emailed to them by December 4, 2023, indicating the tier their district is placed in based on the 2022-2023 testing data.

Important Information:

- Please download and save the **Dates to Remember** document.
- Refer to the tiered breakdown below to review what is expected of your district.

Tier 1

- If the district completed the 2023 Justification Survey and the toolkit from the 2022-2023 school year, there are no requirements to be fulfilled at this time. The letter is a notification to districts of their tiered status. If your district was notified that disproportionality exists, please address that through one of the methods listed in the notification letter.

Tier 2

- If the district completed the 2023 Justification Survey and the toolkit from the 2022-2023 school year, the district will receive a notification letter of their tiered status with information on completing IEP file reviews. If your district was notified that disproportionality exists, please address that through one of the methods listed in the notification letter.
- The district will be required to complete file reviews regarding OAAP compliance for each student selected by OSDE using the Guidance Rubric. Upload these to EdPlan.
- OSDE will review the submitted documents to ensure districts are following the OAAP placement criteria and provide targeted support if needed.

Tier 3

- If the district completed the 2023 Justification Survey and the toolkit from the 2022-2023 school year, the district will receive a notification of letter their tiered status with information on completing IEP file reviews. If your district was notified that disproportionality exists, please address that through one of the methods listed in the notification letter.
- The district will be required to complete file reviews regarding OAAP compliance for each student selected by SDE using the Guidance Rubric. Upload these to EdPlan.
- OSDE will review the submitted documents to ensure districts are following the OAAP placement criteria and provide targeted support or require completion of an improvement plan if needed.

Upload the IEP file reviews to EdPlan in the LEA Document Library found by clicking on Tools located on the Main Menu Bar.

Please contact Caroline Misner caroline.misner@sde.ok.gov or Kristen Coleman kristen.coleman@sde.ok.gov with any questions.

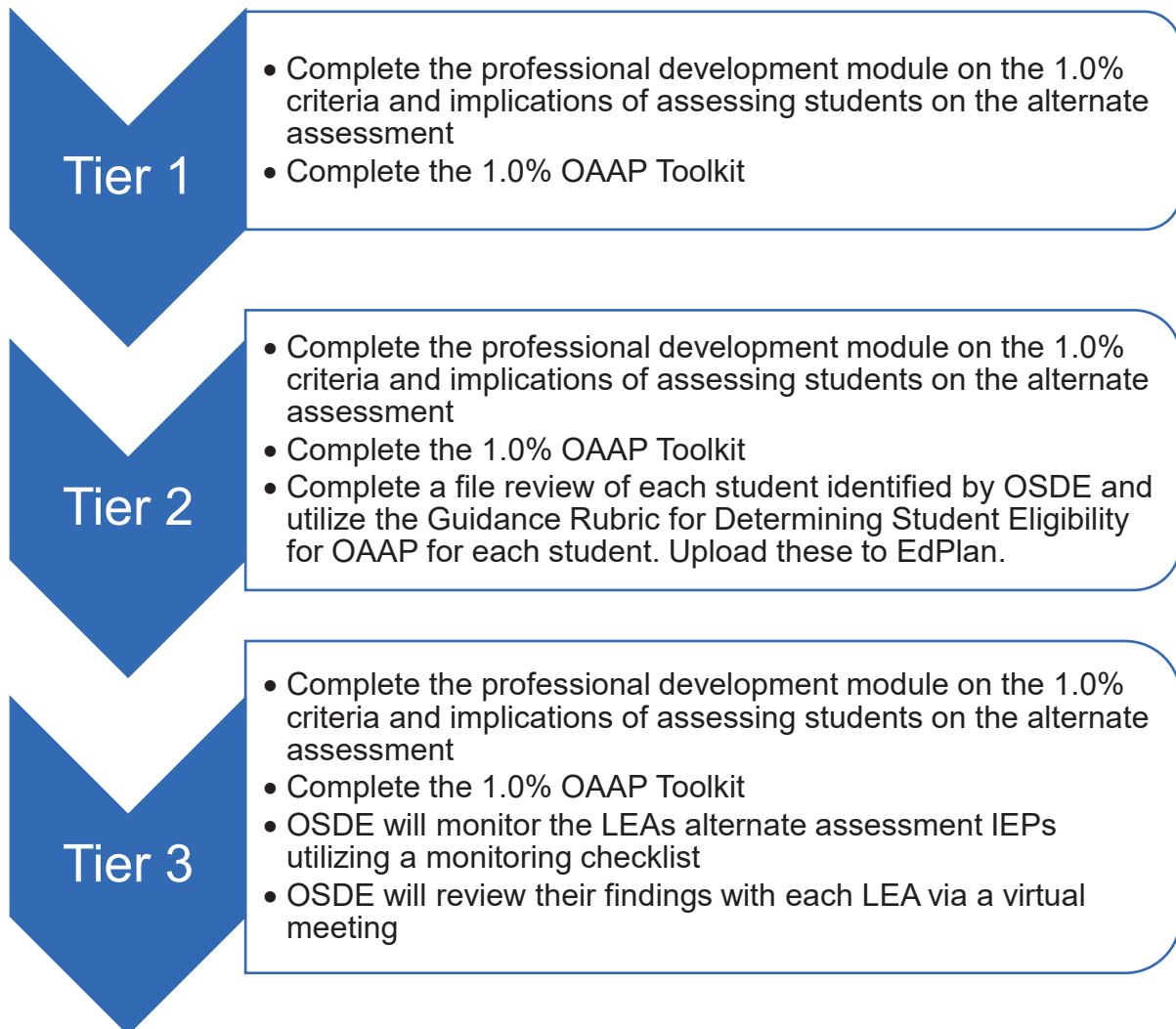
**This document is for districts that were previously identified.*

Alternate Assessment Differentiated Monitoring Tiers

All districts that exceeded 1.00% of their student population participating in the alternate assessment will receive a letter emailed to them by December 4, 2023, indicating the tier their district is placed in based on the 2022-2023 testing data.

Important Information:

- Please download and save the **Dates to Remember** document.
- Refer to the tiered breakdown below to review what is expected of your district.



Upload the Toolkit and IEP reviews (if applicable) to EdPlan in the LEA Document Library found by clicking on Tools located on the Main Menu Bar.

[Professional Development Module Link](#)

Please contact Caroline Misner caroline.misner@sde.ok.gov or Kristen Coleman kristen.coleman@sde.ok.gov with any questions.

Monitoring Dates to Remember for Alternate Assessment Differentiated Monitoring Tiers

***This document is for districts that were previously identified.**

Date of Task Completion	Task	Explanation
December 4th	Monitoring Notification	Review Monitoring Notification Letter emailed to the district.
December 13th	Tier 1 Webinar (10 a.m.)	Review the Monitoring Notification Letter for tier information. *Attendance is optional for previously identified districts.
December 13th	Tier 2 Webinar (11 a.m.)	Review the Monitoring Notification Letter for tier information. *Attendance is optional for previously identified districts.
December 13th	Tier 3 Webinar (2 p.m.)	Review the Monitoring Notification Letter for tier information. *Attendance is optional for previously identified districts.
February 23rd	Tier 2 and Tier 3 - Rubrics due from monitoring of IEPs	In your Monitoring Notification Letter, districts received information on how to access the list of STNs for the IEP reviews utilizing the Guidance Rubric attached to the letter.
*Beginning in March	SDE will review IEP reviews submitted by districts	Districts will be contacted by SDE if needed to review the OAAP placement criteria and complete an Improvement Plan. *If a district is required to complete an Improvement Plan it will be due May 15, 2024 .

** A fillable toolkit will be emailed to all Special Education Directors.

Monitoring Contacts: Caroline.Misner@sde.ok.gov , 405-522-1677 or Kristen.Coleman@sde.ok.gov , 405-522-1463.

Monitoring Dates to Remember for New Districts to OAAP Monitoring

Date of Task Completion	Task	Explanation
December 4th	Monitoring Notification	Review Monitoring Notification Letter emailed to the district.
December 13th	Tier 1 Webinar (10 a.m.)	Review the Monitoring Notification Letter for tier information. Tier 1 LEAs are required to attend.
December 13th	Tier 2 Webinar (11 a.m.)	Review the Monitoring Notification Letter for tier information. Tier 2 LEAs are required to attend.
December 13th	Tier 3 Webinar (2 p.m.)	Review the Monitoring Notification Letter for tier information. Tier 3 LEAs are required to attend.
February 23rd	Toolkit uploaded to EdPlan	Upload toolkits to EdPlan>Tools>LEA Document Library.
March 4th	Tier 2 - Rubrics due from monitoring of IEPs	In your Monitoring Notification Letter, districts received information on how to access the list of STNs for IEP review utilizing the rubric attached to the letter.
*March/April	Virtual Meetings will be scheduled with Tier 3 districts	A meeting will be scheduled with districts to review OSDE's monitoring of OAAP IEPs.
May 31st	Professional Development Due (sign-in sheet)	Upload the Tiered Letter received in October with the names of participants to EdPlan.

** A fillable toolkit will be emailed to all Special Education Directors.

Monitoring Contacts: Caroline.Misner@sde.ok.gov , 405-522-1677 or Kristen.Coleman@sde.ok.gov , 405-522-1463.



OAAP 1%
Professional
Development



OAAP 1% Professional Development

This course will address the guidelines IEP teams should utilize when making alternate assessment placement decisions and the implications of those decisions for students.



Self-paced
1 credit



LEAs assessing over 1% of their student population on OAAP

Purpose: Your district has been notified that they are assessing more than 1% of students on the Oklahoma Alternate Assessment (OAAP), and in an attempt to lower the state participation rate, OSDE is reviewing how districts are qualifying students for the OAAP.

Address Part A:

- Answer questions regarding your participation rates

Address Part B:

- Submit an assurance statement signed by the Superintendent and Special Education Director.
- Identify the Root Cause.
- Develop an Improvement Plan.
- Establish monitoring tools needed to measure effectiveness of the Improvement Plan.

Date Reviewed	OSDE-SES Reviewer

Part A

Questions regarding participation rates: The required information on this page is intended to assist the district with exploring whether students with disabilities are being correctly identified as having the most significant cognitive disabilities. Please consider each question carefully.

Participation Rates Review	Provide a detailed explanation for each question with a focus on the area of risk (identifying students for alternate assessment) identified in the first review box below.
<p>Are there special circumstances that would suggest the participation rate might be higher than expected (e.g., special programs or services attractive to families with children who have particular disabilities)? Please explain.</p>	
<p>Have your participation rates in the alternate assessment increased steadily or suddenly spiked? Has anything occurred in the district that could explain the change?</p>	
<p>Consider whether participation rates on alternate assessment are higher in some grades than others. Do rates jump when students enter middle school or high school? Consider why this may happen.</p>	
<p>Consider whether participation rates are higher in one school compared to other schools with similar grade levels. Please explain.</p>	
<p>Consider whether participation rates are different for certain subgroups (e.g., Black, Hispanic, Asian, White English learners, economically disadvantaged) compared to the district rate as a whole and compared to other subgroups. Are some subgroups disproportionately participating in the alternate assessment?</p>	

**OSDE Office of Assessments &
Special Education Services**

<p>Are many students with disabilities other than intellectual disabilities, autism, and multiple disabilities (such as specific learning disabilities, speech language impairment, emotional disturbance, or other health impairments) participating in the alternate assessment?</p>	
<p>Consider whether some students with the most significant cognitive disabilities repeatedly score proficient and advanced on the alternate assessment in one or more content areas. Do school staff who participate as members of the IEP teams consider whether these students could participate in the general assessment with the necessary supports and accommodations?</p>	

OAAP 1% Toolkit

**OSDE Office of Assessments &
Special Education Services**



Part B

Assurance Statement:

Districts identified as administering OAAP to more than 1% of their testing population are required to provide the OSDE with assurance that the LEA will review their data and complete this toolkit.

Please provide your assurance statement in the box below and have it signed by the Superintendent and Special Education Director.

Assurance Signatures

Superintendent Signature: _____ Date: _____

Special Education Director Signature: _____ Date: _____

Please describe any improvement activities implemented. Were they effective? If not, please describe why the team feels it was not effective and what are your next steps.

Review your IEP data and identification practices to identify the root cause of why the district is over the 1% threshold for students participating in OAAP.

Improvement Plan

Develop an improvement plan for reviewing your OAAP IEP's to ensure your teams are utilizing the criteria checklist and only placing students who truly meet the definition of a student with the most significant cognitive disability.

- Describe your district's plan.
- List the progress monitoring activity and/or data source that will assist in determining effectiveness of the improvement plan.
- Identify the person(s) responsible for monitoring the progress of the improvement plan.

Dates to Remember

- **February 23rd -**
 - Upload completed OAAP Toolkit.

EdPlan Upload Instructions: Upload the Toolkit to EdPlan in the LEA Document Library found by clicking on Tools located on the Main Menu Bar.

OSDE Program Contacts:

Caroline Misner, Email: caroline.misner@sde.ok.gov, Phone: 405-522-1677

Kristen Coleman, Email: kristen.coleman@sde.ok.gov, Phone: 405-522-1463

LEAs assessing over 1% of their student population on Oklahoma’s Alternate Assessment Program (OAAP)

Purpose: Your district has been notified that they are assessing more than 1% of students on the Oklahoma Alternate Assessment (OAAP), and in an attempt to lower the state participation rate, OSDE is reviewing how districts determine that students qualify for the OAAP.

Improvement Plan

Develop an improvement plan for reviewing your OAAP IEPs to ensure your teams are utilizing the criteria checklist and only placing students who truly meet the definition of a student with the most significant cognitive disability.

- Describe your district’s plan.
- List the progress monitoring activity and/or data source that will assist in determining the effectiveness of the improvement plan.
- Identify the person(s) responsible for monitoring the progress of the improvement plan.



[Large empty rectangular box for content]

Superintendent Signature: _____

Date: _____

Special Education Director Signature: _____

Date: _____

Improvement Plan

Please email your plan to caroline.misner@sde.ok.gov by May 15, 2024.

OSDE Program Contacts:

Caroline Misner, Email: caroline.misner@sde.ok.gov, Phone: 405-522-1677

Kristen Coleman, Email: kristen.coleman@sde.ok.gov, Phone: 405-522-1463



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



Rubric for Determining Eligibility for OAAP Participation

<p>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.</p> <p>Conceptual skills: receptive and expressive language, reading and writing, money concepts, self-direction</p> <p>Social skills: interpersonal, responsibility, self-esteem, follows rules, obeys laws, is not gullible, and avoids victimization.</p> <p>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.</p>		
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



Rubric for Determining Eligibility for OAAP Participation

<p>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.</p>		
<p>Present levels of Academic and Functional Performance (PLAAPF) 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</p>	<p>Student PLAAFPs indicate ability to make adequate progress through the <u>most complex alternate standards</u>, 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)</p>	<p>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 <u>least complex</u> side of the range.</p>
<p>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?</p>		
<p>Statements indicate <u>general levels of academic support</u> to make adequate progress through grade-level standard concepts and skills.</p> <p>Documentation consists of project rubrics, work samples, and/or Instructionally Embedded Assessments, etc. showing student <u>general independence</u> in academic progress. Stop here, the student is not eligible for alternate assessment.</p>	<p>Statements indicate <u>increasing levels of support</u> to make adequate progress through grade-level standard concepts and skills.</p> <p>Documentation consists of project rubrics, work samples, and/or Instructionally Embedded Assessments, etc. showing student's need for <u>increasing levels of continual assistance</u> in making academic progress.</p>	<p>Statements indicate <u>maximal levels of support</u> to make adequate progress through grade-level standard concepts and skills.</p> <p>Documentation consists generally of checklists collected by teacher; documentation indicates <u>maximal levels of support</u> are needed to make academic progress.</p>

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*.



Tier 1 – Districts that assessed between 1.01% and 1.99% of students on alternate assessment

Federal law, 34 C.F.R. 200.6(c)(2), requires State Education Agencies to limit the number of students assessed in each subject area with an alternate assessment to no more than one 1 percent of the total tested population. Any state assessing more than 1 percent with an alternate assessment must request an alternate assessment participation waiver and improve the implementation of its alternate assessment participation guidelines.

Your LEA assessed more than 1 percent of its total tested population with an alternate assessment during the previous school year.

Please complete the following:

- OAAP 1% Toolkit
- 1% OAAP Professional Development Module - This should be completed by Special Education teachers, Special Education Director, and Principals. Please list the names and titles of the individuals who completed the module.

First and Last Name	Title

This document needs to be uploaded to LEA Document Library in EdPlan by **May 31, 2024**.

Superintendent's Signature

Date



Tier 2 – Districts that assessed between 2.00% and 2.99% of students on alternate assessment

Federal law, 34 C.F.R. 200.6(c)(2), requires State Education Agencies to limit the number of students assessed in each subject area with an alternate assessment to no more than one percent of the total tested population. Any state assessing more than 1 percent with an alternate assessment must request an alternate assessment participation waiver and improve the implementation of its alternate assessment participation guidelines.

Your LEA assessed more than 1 percent of its total tested population with an alternate assessment during the previous school year.

Please complete the following:

- OAAP 1% Toolkit
- LEA completes student file review Rubrics (Please find a list of STN's for the file review in the LEA Document Library on EdPlan)
- 1% OAAP Professional Development Module - This should be completed by Special Education teachers, Special Education Director, and Principals. Please list the names and titles of the individuals who completed the module.

First and Last Name	Title

This document needs to be uploaded to LEA Document Library in EdPlan by **May 31, 2024**.

Superintendent's Signature

Date



Tier 3 – Districts that assessed 3.00% or more of their students on alternate assessment

Federal law, 34 C.F.R. 200.6(c)(2), requires State Education Agencies to limit the number of students assessed in each subject area with an alternate assessment to no more than one percent of the total tested population. Any state assessing more than 1 percent with an alternate assessment must request an alternate assessment participation waiver and improve the implementation of its alternate assessment participation guidelines.

Your LEA assessed more than 1 percent of its total tested population with an alternate assessment during the previous school year.

Please complete the following:

- OAAP Toolkit
- SDE will review student files and schedule a Zoom or in person meeting to review the findings
- 1% OAAP Professional Development Module - This should be completed by Special Education teachers, Special Education Director, and Principals.
Please list the names and titles of the individuals who completed the module.

First and Last Name	Title

This document needs to be uploaded to LEA Document Library in EdPlan by **May 31, 2024**.

Superintendent's Signature

Date

Office of Assessments

1% Alternate Assessment Waiver



OKLAHOMA
Education



Agenda

- Background
- Waiver Requirements
- Criteria Checklist
- 1% Resources
- Expectations of Each Tier
- Questions/Comments

Background

- The Every Student Succeeds Act (ESSA) implemented a new requirement in 2017 limiting the number of students assessed in a state with the most significant cognitive disabilities to 1.0% or less of the total population of students assessed.

For more information regarding the requirements please refer to the memo below. It references ESEA section 1111(b)(2)(D) and 34 CFR 200.6(c) and (d).

<https://sites.ed.gov/idea/idea-files/policy-memo-requirements-for-the-cap-on-the-percentage-of-students-who-may-be-assessed-with-an-alternate-assessment-aligned-with-alternate-academic-achievement-standards/>

Background

This requirement started in the 2017-2018 school year when most states were exceeding 1.0 percent.

“The ESEA permits the Department to grant a one-year waiver to a State, if it meets certain statutory and regulatory requirement, to assess more than 1.0 percent of students with an AA-AAAS.” (USDOE Memo on 9/20/22)

States Applying to Extend a Waiver

- Provide participation rates for all students with and without disabilities in our assessed grades and for each subject assessed.
- SDE must verify each LEA that anticipates assessing more than 1.0 percent of its assessed students in any subject has followed the Criteria Checklist and each LEA must address any disproportionality in the percentage of students assessed in any subgroup.

(Information from the USDOE Memo on 9/20/22)

States Applying to Extend a Waiver

- SDE must report progress on our plan and timeline for reducing our percentage of students being assessed on the OAAP.
- For our waiver to be approved we must show that we have reduced the percentage of students taking the OAAP in each content area.

(Information from the USDOE Memo on 9/20/22)

Important Information about the Waiver

- The waiver must be submitted 90 days prior to the testing window.
- States must test at least 95 percent of all students and 95 percent of all students with disabilities in each subject area.
- The State will continue to improve the use of their criteria for participation.
- The State must describe how it will monitor and regularly evaluate each LEA.

(Information from the USDOE Memo on 9/20/22)

OAAP Waiver

OSDE is annually required to submit a waiver to the United States Department of Education due to assessing more than 1.0 percent of our total testing population on the alternate assessment. The calculation is made for math, ELA, and science. The waiver is always posted for 30 days prior to our submission for public comment. We are asking Special Education Directors to please make time to provide a public comment. This notification is sent out through the Special Education Listserv. The current waiver can be found on the Alternate Assessment webpage.

<https://sde.ok.gov/sites/default/files/2022%20OSDE%20Waiver%20with%20odata%201.12.23.pdf>

Waiver Requirements

- Requirement 1: Submit the waiver request at least 90 days before testing window starts for the relevant subject.
 - The evidence for this requirement is met through posting the OAAP testing window on our website and communicating that information out through the Special Education Listserv.

Waiver Requirements

- Requirement 2 (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.

2021-2022 Oklahoma Student Participation in ELA by Subgroup

Subgroup	Number participating in statewide assessment (ELA) 2022	Number participating in the OAAP (ELA) 2022	Percent participating in the OAAP (ELA) 2022
All students	355551	5250	1.48%
Black	28554	652	2.28%
White	163738	2343	1.43%
Hispanic	69086	932	1.35%
Economically disadvantaged	189608	3131	1.65%
English Learner	36490	579	1.59%
Homeless	8392	146	1.74%
Asian	8006	106	1.32%
Hawaiian/Pacific Islander	1556	16	1.03%
Two or More Races	43336	623	1.44%
American Indian/Alaskan Native	41275	578	1.40%
Male	182411	3436	1.88%
Female	173104	1814	1.05%

Waiver Requirements

- Requirement 2 (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.

2021-2022 Oklahoma Student Participation in Math by Subgroup

Subgroup	Number participating in statewide assessment (Math) 2022	Number participating in the OAAP (Math) 2022	Percent participating in the OAAP (Math) 2022
All students	355523	5248	1.48%
Black	28550	652	2.28%
White	163729	2343	1.43%
Hispanic	69082	932	1.35%
Economically disadvantaged	189580	3129	1.65%
English Learner	36488	578	1.58%
Homeless	8383	147	1.75%
Asian	8005	106	1.32%
Hawaiian/Pacific Islander	1555	16	1.03%
Two or More Races	43331	623	1.44%
American Indian/Alaskan Native	41271	576	1.40%
Male	182393	3433	1.88%
Female	173094	1815	1.05%

Waiver Requirements

- Requirement 2 (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.

2021-2022 Oklahoma Student Participation in Science by Subgroup

Subgroup	Number participating in statewide assessment (Science) 2022	Number participating in the OAAP (Science) 2022	Percent participating in the OAAP (Science) 2022
All students	150176	2146	1.43%
Black	11857	258	2.18%
White	70305	1034	1.47%
Hispanic	28831	344	1.19%
Economically disadvantaged	75025	1234	1.64%
English Learner	13127	219	1.67%
Homeless	3384	63	1.86%
Asian	3270	47	1.44%
Hawaiian/Pacific Islander	637	4	0.63%
Two or More Races	17690	230	1.30%
American Indian/Alaskan Native	17586	229	1.30%
Male	76743	1394	1.82%
Female	73414	752	1.02%

Waiver Requirements

- Requirement 2 (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 School ELA	High	Students with Disabilities Grades 3-8 and High School ELA
Students Assessed		349710	62969
Students Enrolled		355562	64522
Assessment Participation Rate		98.35%	97.59%
Group	All Students Grades 3-8 and School Math	High	Students with Disabilities Grades 3-8 and High School Math
Students Assessed		349311	66478
Students Enrolled		355523	68119
Assessment Participation Rate		98.25%	97.59%
Group	All Students Grades 3-8 and School Science	High	Students with Disabilities Grades 3-8 and High School Science
Students Assessed		145943	24770
Students Enrolled		150176	25788
Assessment Participation Rate		97.18%	96.05%

Waiver Requirements

- Requirement 3 (A): Provide assurance that districts over 1.0 percent participation in the alternate assessment followed the state's participation guidelines.
 - The evidence for this requirement is gathered through the OSDE-SES online grants management system.
- Requirement 3 (B): Provide assurance that any disproportionality in students taking the alternate assessment will be addressed.
 - The evidence for this requirement is that OSDE evaluates the data to identify districts that have a disproportionality rate of 2.5% or higher in the categories listed on the next slide.

OAAP Disproportionality

The subgroups monitored through disproportionality are listed below.

- Black
- White
- Hispanic
- Asian
- Hawaiian/Pacific Islander
- Two or More Races
- American Indian/Alaskan Native
- Economically disadvantaged
- English Learner
- Homeless
- Male
- Female

OAAP Disproportionality

Disproportionality exists when there are atypical differences in the proportions of the participants from a student group who take the alternate assessment in comparison to the general assessment.

- Districts address disproportionality in the toolkit and/or the justification survey.
- This year you will receive notification of any disproportionality in your district with your district's OAAP percentage.

Waiver Requirements

- Requirement 4 (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.
 - The evidence for this requirement is met through our participation in training and the training and information we provide to districts.
- Requirement 4 (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.
 - The evidence for this requirement is met through our tiered monitoring process.
- Requirement 4 (C): Submit a plan and timeline by which the State will address any disproportionality in the percentage of students taking the alternate assessment.
 - The evidence for this requirement is met through reviewing the justification and toolkit submissions and through notifying districts when disproportionality exists and is not addressed through the justification or toolkit submission.

Waiver Requirements

- Requirement 5: Demonstrate substantial progress toward each component of the prior year's plan and timeline, which was required under Requirement 4 (C).
 - The evidence for this requirement is met through our data tables on the following slides and through writing our implementation plan in place to assist with lowering our percentage of students participating in the alternate assessment.

Citation: §200.6(c)(4)

Oklahoma's Data

School Year	Subject	OAAP Student Count	Total Students Tested	OAAP Percentage
2017	Math	5840	346763	1.68%
2017	Reading	5852	346316	1.69%
2017	Science	2167	128009	1.69%
2018	Math	5747	345792	1.66%
2018	Reading	5759	345476	1.67%
2018	Science	2293	144879	1.58%
2019	Math	5779	350827	1.65%
2019	Reading	5797	351088	1.65%
2019	Science	2336	144474	1.62%

Oklahoma's Data

School Year	Subject	OAAP Student Count	Total Students Tested	OAAP Percentage
2021	Math	5095	326829	1.56%
2021	Reading	5097	327355	1.56%
2021	Science	2114	137639	1.54%
2022	Math	5248	355523	1.48%
2022	Reading	5250	355551	1.48%
2022	Science	2146	150176	1.43%

OAAP Calculation

- This is the formula for how we calculate the 1% for each subject area (ELA, math, and science).
- Tested= has a reportable test score

Formula: OAAP Student Testing Population / Total Testing Population (Total Students Tested Grades 3-8, 11) = N; N x 100 = % of OAAP Assessments

*The 1.0 is a state threshold. The goal *is not* to ensure ALL districts are below the 1% threshold, but *to ensure* all districts have identified the right students to take the alternate assessment.

2022-2023 Waivers

Approved

- Indiana
- Kentucky
- Massachusetts
- North Carolina
- Ohio
- Virginia*
- Oklahoma
- West Virginia
- Wyoming

* Approved for R/LA and science, denied for math

Denied

- Alabama
- California
- Delaware
- Florida
- Georgia
- Illinois
- Louisiana
- Michigan
- Mississippi
- Montana
- Rhode Island
- Tennessee
- Texas
- Virginia*

Primary Reasons for Denials:

- Not meeting 95% assessment participation requirements
- Not demonstrating substantial progress in reducing AA-AAAS participation rates

<https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-state-plans-assessment-waivers/>

U.S. Department of Education

Data is from a U.S. Department of Education PowerPoint

Criteria Checklist Question 1

Does the student have significant intellectual disabilities?

Evidence:

- **The team will need to utilize the Full Scale IQ (FSIQ) for the student when considering placement with an alternate assessment.**

Criteria Checklist Question 2

Does the student have significant adaptive behavior deficits?

Evidence:

- **The team will need to review the composite or overall adaptive score for the student when considering placement on alternate assessment.**
- **Adaptive behavior data should be available for all domains of the Adaptive Behavior Scale in order to be considered comprehensive.**

Criteria Checklist Question 2

Adaptive Behavior Domains:

- **Communication**
- **Daily Living Skills**
- **Socialization**
- **Motor Skills**
 - **Fine Motor and Gross Motor**



Communication

• Interacting with others, using expressive and receptive language, writing, and listening, etc.



Self-Care

• Eating, dressing, hygiene, toileting, grooming, etc.



Home Living

• Caring for clothes, housekeeping, performing property maintenance, preparing food, cooking, budgeting, etc.



Social

• Getting along with others, being aware of other people's feelings, forming relationships.



Motor

• Fine motor, gross motor, sensory motor, etc.



Practical Academics

• Literacy and numeracy, etc.



Community

• Accessing the community, transportation, shopping, safety, medical, etc.

Criteria Checklist Question 3

Does the student's IEP require alternate achievement standards in ALL content areas?

Evidence:

- **To meet the criteria for number 3 the student must need instruction with the Essential Elements (Oklahoma's alternate achievement standards) in ELA, math, science, and US History.**
- **Present Levels of Performance indicate a severe/profound disability.**
- **Annual goals have at least 2 short-term objectives/benchmarks.**
- **Accommodations/Modifications and Related/Supplementary Services indicate severe disability and the need for intensive supports.**

Criteria Checklist Question 4

Does the IEP team feel extensive family/community supports will be a lifelong requirement, regardless of modifications, accommodations or adaptations implemented in the student's program?

Evidence:

- **A student who needs extensive family/community supports will always need an adult with them for safety and basic functioning needs (example; self-care, eating, cooking).**

Criteria Checklist Question 5

Does the student require intensive and extensive direct instruction in multiple settings to acquire, maintain, generalize and demonstrate knowledge of skills?

Evidence:

The student will require direct instruction in all academic and adaptive behavior areas. For example, the student requires repeated instruction to gain a skill and needs instruction repeated in different instructional settings (PE, art, or music) to generalize the skill.

Criteria Checklist Question 6

The decision to place the student on an alternate assessment is based on the student's disability and NOT on excessive absences, language, social, cultural, or economic differences, OR administration reasons such as the student is expected to perform poorly on the regular assessment, the student displays disruptive behaviors, or the student experiences emotional distress during testing.

Evidence:

The decision to place a student on alternate assessment needs to be supported with data and supported with the appropriate goals in the IEP.

Criteria Checklist

If the answer to ANY of the questions above is “NO”, the student must participate in the regular assessment with or without accommodations. If ALL the answers to the questions above are “YES”, the student is eligible to participate in an alternate assessment.

OSDE 1% Resources

- [OAAP Toolkit](#) – This document was created for districts going through the Tiered Monitoring Process.
- [Guidance Rubric for Considering Student Eligibility for the Oklahoma Alternate Assessment Program \(OAAP\)](#) – This document was created for districts that fall into Tier 2 in the Tiered Monitoring Process. Districts are welcome to use this when teams are reviewing initial or annual eligibility for students on alternate assessments.

Expectations of Tier 1

Tier 1
1.01%-1.99%

- Professional Development Module on the 1.0% criteria and implications of assessing students on the alternate assessment
- Complete the 1% OAAP Toolkit

Expectations of Tier 2

Tier 2
2.00%-2.99%

- Professional Development Module on the 1.0% criteria and implications of assessing students on the alternate assessment
- Complete the 1% OAAP Toolkit
- Complete a file review of students provided by OSDE and utilize the Rubric for Determining Student Eligibility for OAAP

Expectations of Tier 3

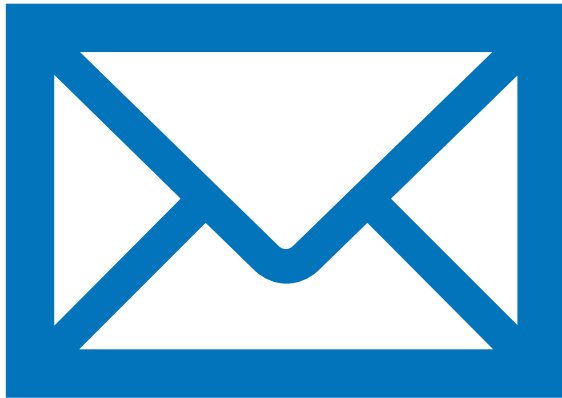
Tier 3
3.00% and above

- Professional Development Module on the 1.0% criteria and implications of assessing students on the alternate assessment
- Complete the 1% OAAP Toolkit
- OSDE will monitor the LEAs alternate assessment IEPs utilizing a monitoring checklist
- OSDE will review their findings with each LEA via virtual meetings

Comments or Questions?



Contact Information



Caroline Misner

Program Manager, OAAP

caroline.misner@sde.ok.gov

405-522-1677

Kristen Coleman

Program Manager, Special Education Services

kristen.coleman@sde.ok.gov

405-522-1463