	District Level Date: English LanguagalArb and Math. E the projected OAAP particip in Math and ELA for the 202 2024 achool year. Formalic GAAP Student Te	13-	Does the district have any student(s) participating in the alternate assessment with the primary eligibility areas of : Specific Learning Disability, Other Health Inspirations, Orthopodic Insparment, or Speech Language Impairment?					Disproportionally: What subgroups in your distict have the largest discrepancy between participants of the general assessment of the alternible assessment?		
District Name	Pormala: CAAP Student Te Population / Total Teating Population (Total Students Teisted Grades 3-8, 11) = N 100 = % of CAAP Assessm	sting Describe how all members of the IEP teams have been informed and trained on the use of the OAAP participation guidelines found in The Collenta Checklat N.N. of Assessing Students with Disabilities on Alternate sents. Assessments to make participation decisions?	If yes, please explain the criteria the IEP tear used to determine how the students met the criteria for participation in the atternate assessment.	Does the district provide a targeted in program that may contribute to a higher errollment of students with the most significant cognitive disabilities? If yes, explain your answer below.	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	What data sources are used to determine eligibility for students participating in the atternate assessment?	Describe the process for auditing the IEP's for students in your district that participate in the alternate assessment.	assessment and the alternate assessment? When looking at subsproup George and the properties when the properties are as the formed? What problems can be formed? What problems-acting actions will the district take to address the identified hypotheses?	How are parents or guardians informed arrawily regarding the decision to place a student on alternate assessment and the postsecondary implications associated with earning an alternate diploma?	What resources and technical assistance does the district need from SDE to ensure students are being assessed using the appropriate assessment?
Talihina School District		OAPP checklist, OAAP parent brochure, DLM required 2.51 tein	no	no	ves 251 overall students testing this year		Only self contained students would be eligible and all IEP's are looked at each vear.	Multiple Handicapped students, continued lack of academic success due to the severity of the disability. Always used Continue to use the state QAAP guideline and checklist provided to the districts.	Annual IEP meetings	Continued reminders
Gans Public School	1	All teams have been appropriately trained using the 2.40% Oklahoms Policies and Procedures.	No	No	Yes, our testing population is only 169.	We take all sources into account. Their placement, overall ability to learn and retain information, disability categories, levels of performance, amount of time per day out of the resulter classroom.	We look at the students progress each year and determine if OAAP is still the best option and if they still meet the criteria.	None	We discuss this at the annual IEP meeting each year when it is determined by the team	. None.
Wyrnewood Public Schools		All members of the IEP have completed the CAAP training on OSDE Connect and have participated in the armst IEP review. Teachers and admin have also 2.56 utilized a nibric to score who needs to take the CAAP.	The team determined that based on IQ, adaptive accres, alternative curricular meeted, social stills, need for day living skills shift to shift that into, and level of support needed that this student would beat be served on an QAAP Assessment.	We are part of the Garvin County Cooperative Program at Pauls Valley Schools.	No	OSDE QAAP rubric, I.Q. adaptive scores, sillernative curriculum meeded, social skills aread for daily living skill training, and lavel to support needed that this statent would beat be served on an QAAP Assessment.	OSDE QAAP Rubric	Intellectually Clisabled: The hypotheses that can be formed in that Wymnexood has a generational issues with students being identified with severe intellectual reads. We have a high number of students that move into Wynnexood with severe needs. The school has no plan of action other han we have a can on transfers of students on an IEP.	At the annual IEP Meeting and Written Noticester	ie None
Arthen Public School	,	Doing to 2022-21 stroot up or to leaders and process one through to CAP The Televation of the Televation of the CAP The Televation of the Televation of the CAP The Televation of	r s	No	Yee. DisNot wide we only have 8 stakens prolipating in CAP and of a stakens prolipating in CAP and of a stakens prolipating over at 12 As 3.0 have every stakens over a stakens and a st		1.All the beginning of each school year the special Annual Control of the Section of Assessing Bladeste with Dukadides on Alternative Assessing Bladeste and Published Section of Assessing Assessing Section of Section of Section of Assessing Assessing Section of Se	We do not have a problem with disportionally.	The parents participade in reviewing The set of Dissolities on Adentite Assessment. The power are also given the Parent OAM. The power are also given the Parent OAM is extended to the Assessment of the Parent OAM is extended. The Dissolities of the Assessment of the Parent OAM is extended to the Dissolities of the D	The distinct can shape use any new solerandors DEI examine from assessments and contrast professional development general development general transactions and contrast professional development general transactions.
Sentinal Public School	,	The Special Education Teachers perficipate in the OSDE Connect CAAP Training. The paverts are given the OAAP Pavent Brochure and the DLM Pavent 45% Brochure	No	No		Our district uses recommendations from	I am part of the IEP team for both students. The Criteria Checklat for CAAP in reviewed arrurally by the beam during the IEP meeting.		Parents participate in arrual IEP meetings. Current data is presented at the meeting. The parents participate in completing the Criteria Checklat.	None needed. The Criteria Checklist, the Policy and Procedures mansal, the Stude Department Website, and the OSIE Comercia are all good resources that help in making the appropriate decision for the OAAP.
Pretty Water	3	The Criteria Checklat for Assessing Students with Disabilities on Alternate Assessments is reviewed at each IEP meeting where the OAAP is being consistent. All IEP learns are informed and harmed 20% through this process.	No	No.	Yes. We have 138 statients grades 3 through 8. We are a small rural district.	Standardized testing of cognitive, achievement, and adaptive skills to include the WISC-V, WAT-4, KTEA-3, and Vineland-3. Classonom performance data backer made testos, and pasent report on adaptive skills are also considered. We use the Criteria Checklist for Assisting	, The special education director audits the IEPs and academic programs for each student taking the OAAP.	There are no discrepancies identified.	The Criteria Checkfal for Assessing Students with Disabilities on Alternate Assessments and the CAAP trocture are seviewed with parents at the arread IEP meeting.	No resources are needed at this time.
Cinora		We use the OAAP 1% PD on OSDE Connect as well a review and discass The Criteria Checkles for Assessin 25% Students with Disabilities with each member of the tear		NA	We are a small rural school with a low cooulation of students and class sizes.	Students with Disabilities on Alternate Assessment, Guidance Rubrie for Considering Student Eligibility for the Oklahoma Alternate Assessment Program, alternate Assessments, and intellectual/coorditive assessments, and intellectual/coorditive assessments.	We use the Criteria Checklast for Assisting Students with Dissibilities on Alternate Assessment, Guidance Rubric for Considering Student Eligibility for the Oblahoma Alternative Assessment Program, adaptive behavior assessments, and intellectualCognitive assessments.	population area of Oklahoma. Our Native American count in our school is either half or more. We also reside on Charokee Nation reservation land.	or during the IEP meeting along with constant continuous communication with exerts throughout the school year.	We need the state to understand small school populations and the inability to control the types of students who move into and errol in our district. We have to meet and serve the students where they are.
Jennings		We have had many discussions on CAAP participation within our IEP learn and have carefully worked through the checklists to ensure that these students are proper 2.6 assessed.	, No	No We house an onsite pediatric therapy						We have received everything we need from the SDE to make these determinations correctly.
Cave Springs Coweta Public Schools		Professional Development Through staff development	No NO	clinic NO			Yearly Determinations are made on testing placement using the SDE criteria. Training on filing out adaptive behavior forms, criteria checklist, rubric through the SDE and team meetings.		parents are informed during yearly sep meetings. Meetings are held and explained to parents and they participate filling out the SDE rubrics and the criteria checklist.	adequate resources are provided I am not sure. CPS will take all the help they can get.
Mid-Del School	,	1.25% 1.20	Yes, there are a few students that are currently scheduled to take the OAAP in the spiciality scheduled to take the OAAP in the spiciality sees. However, IEP are looking at neaseasing these student and evaluating if a sitemative seaseasers in the most is accordinate.			communication needs, IEP	Special Services have quarterly meetings with backness of students laking the alternative conversations that focus on inclusion and expose to conversations that focus on inclusion and expose to general education controlled. We want to be make save at bear meets students are still residing that criteria. We also said with section bases before placing students in waitcride emirrorments.	Alternative Assessment data seems to show a consistent segment with OSTP and dashed. American subgroups operate to be a life in light and consistent subgroup operate to be a life in light and cord risks subgroups as it am participation for rold discrepancy between the two leading platforms. It just happens to be one of our distinct's largest subgroups.	Beginning this year, meetings are held at the beginning of the year for all our secondary students with their IEP team and our distort mention specialist to discuss controllars, and the allowed distorts in their meetings present are given on the meetings present are given on the meetings present are given to the another of their meetings present are given to the another of their meetings present are given to the another of their meetings present and place of their meetings present and place of their meetings present and their meetings are given to the secondary continues as the secondary continues as the secondary continues are secondary continues and the secondary continues are secondary continues are secondary continues and the secondary continues are secondary continues and the secondary continues are secondary continues are secondary continues and the secondary continues are secondary continues are secondary continues and the secondary continues are secondary continues and the secondary continues are secondary continues and the secondary continues are secondary continues are secondary continues are secondary continues and the secondary continues are secondary continues and the secondary con	None at this time. Our district feels that OSDE provides many recourses and trainings that provides galance for any coverable splicitudes.
Eufaula Public Schools	3	is 2022 IEP team members completed the "QAAP 11 Professional Development CODE Connect Modular Prize to be stall have completed the Paper module 25% "Citaria for Alternative Assessment participation."	No.	No. but one do hear from familias that Editada his as aborg reputation for providing quality services for students that have significant needs. Purents his said that they have researched and moved here specifically for this school control of the services of the service of the services of the services services of the services of the services of the services of the services of the services of the services of the services of services of services of services of services of services of services of services of services servic	No.	We use the Citaria for Participation in the Atlantia Assessment Checkst as sed as the Rabin for Determining Student Eligibility for the Oldahoma Atlantia Assessment Program.		Participation rates are consistent with our overall author population falls. We highest have enter a state of population falls. We highest have enter that it consistent with mostable databaseauch hard special education students in the LID, land to be make. There are no subgroup discrepancies.	Parenta/parctians are informed at least arrusily as IEP's are completed and more frequently as needed.	None right now.
Davis Public Schools	,	Dynamic Learning Maps offers many valuable professional development resources on its website, so, each OAAP update will feature a baining that education 25% may particus.	Not at this time	No, The CAAP assessment is intended for a very small population of students with the most significant cognitive disabilities.	increased risk for learning disabilities, developmental delays, and disorders, as well as drug and alcohol addiction laber in life. We have yet to see the full results of the legalization of cannable.	by providing support and exploring new methods to maintain progress towards maching the 1.0 percent cap both through the office of Assessments and the office of Special Education Services.	Assessment decisions are made on an around basis by the ISP have not district most make domine or their to be algible for an alternate assessment. The ISP have has be specified for an internal assessment. The ISP have have been that the general seasons modification, accommodators or adaptations implemented in the students glass.	are about the same as the state average, though at below this society for all students at top-performing schools in the state.		
Choctaw-Nicoma Park			Not at this time	Yes, we have severe pro-found classes ID classes and we have a multi-class.			We look at our scores on the OAAP tests. Once a student has scored advanced consistently in a subject or all subject cases that student is moved to the OSTP. We also consider which diploma path the IEP stams feel is appropriate for the student. If the alternate diploma is chosen and appropriate the student states the OAAP if qualifier.			Let us test our kids who need the OAAP without having to justify our resecring. Trust us to make that decision.
Fort Supply Public Schools El Reno		All Members have read the collected and an in Nagarament of the Augment of the Machines. Administration and sections have considered the CAMI '19 Professional Consequenced thinks are CAMI or CAMI '19 Professional Consequenced Unidea on CAMI or C		No. We are surrounded by 4 dependent school district, and the Coastly Youth Shelfer is located in our district. This Shelfer is located in our district. This was receive several students who may see receive several students with may not district that require CAAP.			Progress is monitored and EPP bare discuss the decision agent for excluded Our dislot curriculus with an EPP Specialist, Dr. Lyndin Thompson, who helps review and adultees teams when making those decisions.	We did not find disproportionalities when we complised the CAAP 1% Toolst. We encourage learns to eview all data and to make the decisions belt fine each child. For American Indian. This is consisted with the about the each child of the consisted with the consistence of the con		NONE Our biggest need is qualified Severe Professed suchars. Any help SOE can be to encourage help soe to be to encourage help soe to be to be to be most helpful.
McAleater Public School		At soff here participated in the solds order models for OAP. All sold are used the colding pain and the All solds are sold the golden. All solds are sold and the sold and the goldens.	The team used the IQ, softed based astignities, and the CAAP notice to determine edge-bits,	The district has a profile defined programs for functionalities state as well as a transition of groupers. Further sail to provide the profile of the Profil		Eligibility assessments-IQ, Adaptives, social information, Transition planning,	Parents are provided an OAAP parent guide.	district was found to have a discrepancy in the number of stated that participate in CAAP that identify as Native American. The percentage the state indicated in 3.41%. When tooling at the data, our district has a Native American population of 36%. Other when perents error lauderts that choose only Native American instead of multiple ethnicity because of the support instead of multiple ethnicity because of the support	Parents recolor the present galds and are per of the LEP marking each year when the determination is seen. Desert are informa-	List of approprish assessments. Assess to ron-sixededized materials that may visp in the cases and the control of the control of the district that one of the control of the district that one deportment on that districts the one deportment on that districts that one deportment on the other and the control of the state of the control of the state of the control of the state of the
Midway	Our total percent would be 3 percent.	3.41 Training by the State Department	No	No	Yes, Midway has a hold testing population of 37% students so 2 skylents put us over the 1 poscent threshold. We also have a high percent of skylents that was high percent of skylents that seven skylents moving in from other districts and the seven skylents moving in from other districts on the sex skylents that have moved in from another district.	d d 1 The checklist in Edplan, work samples, evaluation data, pawert input, teacher input.	We meet as learn to discuss what components are needed in order to place a student on OAAP leasting. We use a combination of assessment date, each support, such are for planned type as well as the support, such and the planned type are sufficiently as the support of the suppo	The majority of dudeton on CAAP are white ablotted, but this is because the majority of authorities to a relate the majority of authorities now are ablored in our articles within . Increase didetor our African Amercian population is in 5 parcent.	We have an IEP meeting discuss if the student still qualifies each year.	Training
Paoli Public Schools		Mumbers of the IEP team have been trained through mainly OSDE trainings/fairlet Special Education staff trainings. The prevent go through the checklist with the 1.31 rest of the team at the meeting.	NO	No	Yes. We have 76 total testers this year.	We use the criteria checklist provided by Oklahoma State Dept. of Education during the student's IEP meeting to come to the beam decision of having the child take the OAAP.	The IEP team reviews the student's IEP annually, including 3 war reevaluations.	NA.	The student's parents are informed annually, during the IEP meeting, regarding the decision to place their child on CAAP and what the postsecondary implicated insignation associated with earning an alternate diploma. They are a cart of the decision makino barm.	We use the criteria checklist provided to make the CAAP decision. The student's primary category is based off of data collected by the MEEGS team.
Hollis Public School		SES meetings during professional development. 4.25 Information via email as well.	No	No	Hollis Public Schools has a total student errollment PK-12 of 470	Cognitive Testing, Academic Testing, Medical, Teacher Observation, IEP oblectives	Determination of continued eligibility is determined by the IEP team.	NA	It is determined at the IEP meeting in which the parents are part of and a part of the beam	s. None

Turner	cellne training, information provided in meeting via 1.39% herefords	No	No	Yes. We have approximately 160 students that will best this year.	assessment cast, approach and larguage assessments, lar goal/objectives, formative anademic and branklin assessment date, adoptive skill propers on furcional, daily living and life skills stendents, and sensory antior most assessments describing access modes of communication, fine and gross motor tasks	s, s or The special education director and teachers took at individual IEPS. We specifically look at goals and objectives.	None.	During the annual IEP meeting parents are informed of the decision to place a student on alternative assessment. They are given handous and provided with all necessary information.	online baining and paper information
Siaves Public Schools	1.70% sensal trainina	No	No	Somewhat, plus a family with multiple members that qualify for QAAP	IQ and updated adaptive scores at each treat re-exall	We were monitored last year and thoroughly soviewed each OAAP chart.	No discrepancies were identified in our QAAP Monitories Notification.	During the annual IEP meeting these items are discussed.	None at this time, thank you
Herrvetta Public Schools	2.70% Staff reviews state webiners and staff development.	No	No	No	Students dissibility category, psychologics evaluations, state assessments, benchmarks, and daily performance.	al. Files are reviewed twice a year to ensure that students still require OAAP assessment and that they are compilant.	None	Parents are a part of the IEP meetings where the decision to take OAAP is made. We explain in detail with Steature available over what OAAP is and assesses as well as the alternative dioloma.	More clear information in writing on Alternative Diotoma. The district could possibly use
Coweta	The staff has been trained through workshops, 1.7 conferences and professional development training.	No	No	Coweta has a large population of Intellectually Disabiled students with severe disabilities.	Coweta Public Schools use the criteria check list as well as the Rubric.	The files are auditing using the Rubric from the SDE.	African American, The district will sudit the files and make sure the student's identify have a 70 or below in both cognitive and adaptive behavior scores.	It is explained to the parent when completing the rubric to determine if they qualify for OAAP testing.	more training in completing the adaptive behavior forms. A lot of the times parent and teacher form don't come together.
Kireaton Public Schools	Special education bandware have been bained in rails for CAAP Chains Chacillation for both basined in rails for CAAP Chains Chacillation for both bases and chains are controlled from the characteristic for	g on Pss No	No	Yes. Our school is at more than 85% five and reduced bunches at this time.	It is based on their disability, their current to basing ability, and medical needs as well as the decision of the IEP bases.	Through yearly (EPs, tracking testing scores, and power, feather input. We track behavior deficits, as well intellectual disabilities.	No.	Through their yearly EP meeting and continued communication with the powerts. He was a second of the powerts are highly accordant to the powerts are highly accordant to particular the second of the production in their chief yearly EP meeting (in persons). Coopen Power conference, et al) modert to help determine the most appropriate leading whereof for their actions. After IEP meeting they are presented with current of all our other days are presented with current of all our other participants in completing the Chiefman Chacidate with the leave to determine if the CAAP assessment in necessary for their chief.	. We don't need any assistance at this time.
Pocola 2.1%	Our special education staff completes the callests checked with the IEP sum and has been believe on solds for determining slightly for CAAP percloyals	ha i. no	Yes, our school district has added two self-contained classrooms, or self the loose elementary actions at the super-schematistylimidals school level. The district was previously part of a co-op which has since dissolved.	Yee, our district has 381 students who test in grades 3-8, 11.		Enhancements for checking EFs and gathering basing data from the provious CALP Testing to clear their continued slightlip, Anny factors control solicities or whose of the DAP has been reviewed with the IEP same considering the celerate from the checkled to the CALP testing the celerate from the checkled to the CALP testing the celerate from the criteria will be moved to OSTP assessments.	The district was previously part of a co-op setting. Due to subset meach the district chose to add to confident classisms for solubiest in contraved classisms for solubiest in contraved classisms for solubiests of contraved classisms on setting. We are not excepting transfers of students also to the fact that we offer a set contrained classisms withing. We are not excepting transfers of students also do not five in our district due to caseload finalistics.		
Deer Creek	CAAP participation guidedines was covered in a beginning of the year presentation, during administra meetings, in one of our morthly nesselecters that goe out to stiff, and presentations are uploaded to a sha 1.07%. Google Drive.	ion is ed No	No	7923 students total enrollment 46 students presently identified as participating in the ELA and Math CAAP	for Assessing Students with Disabilities or Alternate Assessments, current MEEGS information/data used to develop an IEP with goals and objectives that reflect the need for alternate achievement standards and IEP team member input on the above when determining the need for alternate assessment.	on Edition report in periodically generated to identify students taking alternate sensorment. EDs are reviewed to detainmin if checklish area used and if student medic criteria. If student is student have a sprimary disablely category of SLO, OH, CO, of SL How e current REDGAMEEQs in seviewed, current IEP and PVIN, and discussion with case manager to identify appropriateness/reformale of determination.	OAAP percentage for the following subgroups have the largest discrepancy. English Learners - 2.02%, Economically Southersteat - 1.93%, Higgeric - 1.77%, Black - 1.54%, 2 or more races - 1.54%, and Male - 1.43%.	At the annual IEP meeting as a team member, purerfulguardisms are included in the discussion of the alternate assessment. Case managem include the prostocondary implications associated with or alternate diplome during discussions and as questions are asked by members of the learn.	As new information is developed necessive by the SDE, confidency to share with districts in helpful. Additionally, hirdle presentations that can be shared with directors to their share with staff, perents, and IEP learns as a whole is always very helpful.
Dalle Public Schools	The Team meets and has all of the student's class, evaluations, IEP and any other necessary information help the Team go through the size for determining student electricity for the CAAP.	to No	No	No	Psychometric Evaluation, Benchmark assessments, other assessments, IEP coal process	At the annual IEP meeting/treieu, the Team determines if the OAAP is still appropriate for their state assessment based on their current needs and propries.	Special Education Students, The students participating in the OAAP are not able to complete the general assessment. The Term books at all data to determine and make the best decision for the student.	They are part of the team and involved in all decisions recording their student.	Rubric and Criteria Checklist are sufficient for datermining the accroprists assessment.
Jay	Department meetings: We discuss making accommodation that we appropriate for the student 1.4 Review Cheria checkfall of meeting and discuss.	No	No, we don't have any programs that may "fatted" students with severe needs. We do differ a confinance of service types including a self contained classroom in 3 out of 4 of our alex.	No	Psychological evolutions, Academic scores, adoptive skills, performance, observations from pawerfs and teachers, medical documentations, Sphysicians Recommendations from CSB, Sphysicians psychologials, achool psychologial.	If a kincher suspects that a student will need the CAAP they refer the reams to the director who such to makes the final discission at the IEP meeting.	The commonly has a very large native projection. We majority of all skaderon see native, whether they have an critical standardison or not. That they said, we can still target this population for easily said, we can still target this population for easily said, we can still target this population for easily the number of identified skideron.		
The projected QA, participation popul of the testing popul of the testing popul weeks Public School	P The team has received numerous trainings regarding too is 1.55% the Criteria checklist from the Special Education Director. Each farm has been analysed and discuss reaction with all microssive from that Criteria.	d No	No	Yes. Wwwcks Public School district is a small school with a school errollment of 873 students (Oct. 1, 2023).	The data sources used to determine the eligibity are the Oklahoms OAAP Participation Criteria checklas, along with irrost from the chief's IEP learn.	The IEP's are examined by the school's Special Education department to defaurment if the child qualifies to be the CAPA reasonament. This is done by looking at the seventry of the subserful disabilities, as pecially if the school will require supports. The extent of the modification necessary for the soldent to the subserved in largual telling supports. Soldent to have sourced as done and any alternative achievement standards that are reconstance.	The majority of the students that require the CAAP-assessment is make with a discression of Audison.	All passers are requested to participate in the development of the EP along will passed development of the EP along will passed passed in the IEP meeting, the UEP and the OAAP processes are explained. The possibility of the student examine are explained. The possibility of the student examine as allerand explained as the control assessment of the EAAP participation checklist is complained. If the OAAP participation checklist is complained to the student examine of the EAAP participation checklist is complained to the student qualifies for the sassessment of the EAAP participation checklist is complained to instance that the student qualifies for the sassessment of the EAAP participation checklist is complained to instance that the student qualifies for the sassessment.	Continued training on the proper selection of the QAAP.
Sand Sorinsa Schools	Each year, we have a "refresher" basing for all operations of the Color Checkels. In addition, all guidance is boated in a Shared Google Date for learns to refer 1.25% if resolded.	ul rooi No	Yes, We have obest programs for skulens with the most significant disabilities, and a this time, such of these croorans is full.	No	Criteria Checklist, IQ scores,	IEP Compliance Coordinator goes over all IEPs for students on OAAP to ensure that the Criteria Checklis and other data sources were utilized in the decision-mailors sorcess.	American Indian subgroup has the largest discrepancy. Hypothesia: Them a higher percentage of American Indian subsches in our severe-profound programs at the large lar	n Discussion at annual IEP meetings, including discussion regarding the alternate diploma and the Transion Academy our district stated this way.	The Guidance Briefs have been a game-charger in several other sees, so that would be something I
	Each year we have a "effected" history for all con-	ul rooi No	Ves. We have obtact programs for statement with the most significant disabilities, and of the time, each of these encourses is full. No.	No. Yes, we have a total population of 180 statems and 12114022.	Criteria Checklist, IQ scores,	IEP Compliance Coordinator goes over all IEPs for students on OAAP to ensure that the Criteria Checklis and other data sources were utilized in the decision-mailors sorcess.	American Indian subgroup has the largest discrepancy. Hypothesis—There a higher percentage of American Indian students in our severe-profound programs at this time, leading to a higher percentage of American Indian students being identified for the	n Discussion at annual IEP meetings, including discussion regarding the alternate diploma and the Transion Academy our district stated this way.	The Guidance Briefs have been a game-changer in several other areas, so that would be something I
Sand Scrima Schools	Each year, we have a "refresher" basing for all operations of the Color Checkels. In addition, all guidance is boated in a Shared Google Date for learns to refer 1.25% if resolded.	ora No. No. I do No, No, ye a desided order adam or Helstended desided:	these croorans is full.	No.	Chiral Cheddel, (3 across, 165 Co.), the control of	EP Compliana, Confidence pass over all EPs for statutes on OAPP service first to Clarical Checkling and OAPP service for the Clarical Checkling and OAPP service and Statute first to Clarical Checkling and OAPP service and OAPP	American Indian subgroup has the largest discrepancy. Hypothesia: Them a higher percentage of American Indian subsches in our severe-profound programs at the Sine, leading to aphere preventage of American Indian subsches being sterified for the Poblima-solving solution. IEEP or subsches IEEP complement Condinator IEEP complement Condinator IEEP complement Size of the IEEP shall be subsched to a long solution of the IEEP shall be subsched to a long solution of the IEEP shall be subsched to a long shall be for OAAP to determine that our districts in being shall be subsched to the long shall be subsched to the American Indian.	n Discussion at annual IEP meetings, including discussion regarding the alternate diploma and the Transion Academy our district stated this way.	The Guidance Briefs have been a game-changer in several other areas, so that would be something I
Sund Strinus Schools Vitual Preparatiny Academy of Citiziness	Each year, we have a "refuseler" beining for all space of seasons AND professional particular and seasons AND professional particular and seasons are seasons as a season and	of the total state of the total	These programs is fulf. No.	No. Yes, we have a load psychologis of 180 abdeless as of 12/14/2023.	Chiral Cheddel, (3 across, 165 Co.), the control of	ISP Compliance Contributes given over all ISPs for solution in CASPs from some first to Elizable than CASPs from some first to Elizable Contributes of the Case Case of the Case Case of the Case Case of the Case	American Indian subgroup has the largest Hopfordass. These a higher percentage of American Hopfordass. These a higher percentage of American Hopfordass. The subgroup has been the subgroup of the subgroup has been described by the subgroup has been the subgroup has been American has been being stellar for the American has being stiglish for CAMPS of determine the condition of the subgroup has been been described by the subgroup has been the subgroup has been the subgroup has been been the subgroup has been been the subgroup has been for the three activities have a largeograph subgroup and subgroup has been consequent the subgroup has been for the three activities have a largeograph subgroup and subgroup has been for the three activities have a largeograph subgroup and subgroup has been for the three subgroups has been consequent to the three activities have a largeograph subgroup and subgroups has been consequent and subgroups has been consequent and subgroups has been subgroups and the subgroups has been the subgroups	Discussion of erroral EP meetings, technique, sechilique and the Transition Adelenty our dispital stated this war. Percentiguations are informed errorally at the industrial EP resides.	The distincted blink have been of the control of th
Sand Strinos Schools Vitual Preparatiny Academy of Olderina Tulas Legacy Charles School	Each year, we have a "refunder" beining for all space of seal services of seal seal seal seal seal seal seal seal	of the control of the	These programs is fulf. No.	No Yes, we have a bidd population of 180 students as of 1274/2023. Yes, Tube Legacy has a bidd of 350 solidates in grades 34-89. Yes, Our disabit only has 137 hasting students.	Critical Chesiolist, G. accrea- cinetic Control Contro	IEP Completion Conditional gas over all IEPs for scholars of SAPP secure field to China Charlest Sarkers and SAPP secure field to China Charlest Sarkers are consequently secured to the china Charlest Sarkers are consequently find some value of the secure of the same value of the sa	American Indian subgroup has the largest Physiological Three a higher percentage of American Physiological Three as higher percentage of American Philips and American American Philips and Philips and Philips and American Philips and	Discussion of erroral EP meetings, technique, sechilique and the Transition Adelenty our dispital stated this war. Percentiguations are informed errorally at the industrial EP resides.	The Coldence Briefs have been a game-changer in averall offer grant and the game changer in averall offer grant of the game of
Sand Strinos Schools Vitual Preparatiny Academy of Olderina Tulas Legacy Charles School	Early year, with hore a "Vertracher" braining for all agrees of seathways to discuss ADM "printing-graining and seathways to discuss the seathways to discuss the seathways the discussion of seathways the seathways and one explained to present on the members and one explained to present on the members and one explained to present on the members and one explained to the seathways the seathways and one explained to the seathways the seathways the seathways and the seathways th	of the total and	No. No. No. Yes, we see a small neal actional fact we applie to or detail becomes fermions on the No.	No. Year, we have a hard projection of 180 solutions as of 121-12020. Year, Thinks Lapson has a half of 350 solutions in grades 36 different solutions or grades 36 different solutions. Year, Our disolet only has 137 fasting solutions. Year, ph. 1270 grades in energity 300	College Consolid, Q contractions of the College Consolidation of the College C	EP Compleses Confidence goes over all EPs for statutes on CASP in error extent Confidence and CASP in error extent Confidence and CASP in error extent CASP in Extendition of the discussion markets (CASP in extent in extendition for market discussion for extendition for extendit	American Indian subgroup has the largest Physiological Three a higher percentage of American Physiological Three as higher percentage of American Philips and American American Philips and Philips and Philips and American Philips and	Discussion of armal EF meetings, lead-original discussion and properties for determine discussion and the Transides Analosses part of the determine discussion and the Transides Analosses part of the determined armaly at the determined armaly at the state of the same armaly. Present and the determined armaly at the state of the same armaly. During the state of the decision making the same armaly at the state of the same armaly are armaly as a same and the same armaly are armaly as a same armaly are armaly as a same armaly as a	The Coldence Briefs have been a game-changer in averall offer grant and the game changer in averall offer grant of the game of
Sand Springs Schools Vious Proposition Anadomy of Ostahona Tubus Lagany Osahor School Wilson-Herzyells Olion	Early year, we have a "number" testing for all special water the state of the state	of the control of the	No. No. No. Yes, we see a small neal actional fact we applie to or detail becomes fermions on the No.	No Yes, we have a tody population of 180 sections as of 1314-2025. Yes, Takes Legacy has a tod of 350 sections in graines Shi din Yes, Clark Shinket only has 137 histing studies. Yes, pil-139 grade is morphy 350 sections. No Yes, yet-139 grade is morphy 350 sections. Yes, pil-139 grade is not yet yet and section. On the studies propulation in only 118 781 years.	Chiesis Candidat, O across on EEOO, complicate Michael across on EEOO, marked access and EEOO, across access and experience of the control	IEP Compliance Constitute gase over all IEPs for white the ONAP to ensure field to China Chandle state of the China C	American Indian subgroup has the largest of Profession Services in Services and Proportions. These is higher percentaging of American Proportions. The Time is higher percentaging of American Services and American Service	Deceasion of ennal IEP meetings, including discussion regarding the delimine diplace solutions of pages and an extended the war. Percentiguardines are informed annually of the state of the sale of	The Collection Briefs have been a game-changer in averall offer grant and the grant of the grant
Sand Sarinos Schools Visual Properatory Assistancy of Colubrate Tules Lagery Clarker School Wilson-Herzyelle Oilson Geory Public Schools	Each year we have a "hefersher" beining for all operand to the control of the con	of the control of the	No. No. No. No. No. No. No. No.	No Yes, we have a tool population of 180 seateness as of 1314-0205. Yes, Tales Legacy has a half of 350 sections in graces 36-00. Yes, Cut-disheld only has 137 histing seateness. Yes, plus 750 grade is receiptly 350 seateness. No	Chiesis Candidat, O across on EEOO, complicate Michael across on EEOO, marked access and EEOO, across access and experience of the control	IEP Compliance Coordinate gase over all IEPs for white the ONAP to extract field to Onion Checkled and the Checkled Checkled and the Checkled Check	American Indian subgroup has the largest of Profession Services in Services and Proportions. These is higher percentaging of American Proportions. The Time is higher percentaging of American Services and American Service	Deceasion of ennal IEP meetings, including discussion regarding the delimine diplace solutions of pages and an extended the war. Percentiguardines are informed annually of the state of the sale of	The Goldene Briefs have been a game-chappy in several offer grant and process of the several process of the severa
Sand Strines Schools Vitual Preparatiny Academy of Citizens Take Legacy Charler School Wilson-Hurryste Otton Geory Public Schools	Early year, we have a "network" bearing for all special of a larger of the active to this class SAM-Participating patients and the active to t	of the back of the	No. No. No. No. No. No. No. No.	No. Year, we have a total provided of 180 statistics as of 271 02023. Year, Table Logsoy has a bail of 350 statistics in an all 271 02023. Year, Table Logsoy has a bail of 350 statistics in a part of 350 statistics in a part of 350 statistics. Year, Our disable only has 137 healing statistics. Year, Sh. 13th grade is receptly 350 statistics. No. Year, we are a very small school disable. No. Year, we are a very small school disable, country to the statistics of the school statistics. Our spin flow presidence are only 11 Statistics. Our spin flow presidence are only 11 Statistics. And the school statistics of the school statisti	Orbert Candidat, O serves, complete included, and complete control of the control of the complete control of the complete control of the control	IEP Compliance Coordinate gave over all IEPs for students on OAPP an error field to China Checoline Students on OAPP and the students of the China Checoline Students on OAPP and the students of the China Checoline Students on China	American Indian subgroup has the largest Proportion. These a higher percentage of American Proportions. These a higher percentage of American Proportions. The second percentage of American Proportions of the Proportion American Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indian Indi	Discostion of emisel EP meetings, inciding discostion payability the delimine (pilotic action payability the delimine) produced and a second of the second o	The Coliforn Shift has been a game-charge in a several offer wares. On the color of

evaluation team reports, benchmark assessment data, diagnostic assessments, AT evaluation, speech and

Stillwater Public Schools	At the largering of the 23-24 school year, all openial education confider soft an expense to complete any expense to complete any expense to complete any expense to complete any expense of the complete of t	of a second of the second of t	Stitueter Public Schools, SPS, in the largest school district in the geographic learners of the schools of the schools of the schools of the schools of a school of a sch	No.	Data that is stillural involvates, but is not ill benchmark assessment data. Disspation assessments assessment data. Disspation assessments the distances of the controlled principle of the controlled principle of the controlled principle assessments the distances of the controlled principle assessments assessments. Prignation in Controlled principle assessments assessments assessments assessments of controlled principle conservations of communications, fluid great made traubt		The legach discrepancy of CAAP better compress to statem that are evaluated by the COTT in the CAAP better that are evaluated by the COTT in the CAAP better that the CAAP better		Confinent update is the CAMP galaxies to the CAMP galaxies recognized the same three to galaxies discuss them is making the defermination.
Ansaith-Stulier Public School	The IEP harmount through the disability for each state of the missing considered for distincts and state of the missing considered for distincts and according to the distinct and accordi	Ves these students require direct instruction in the special education dissistant for all on made on 5 grates below grids level and seal of 5 grates below grids level and seal on 5 grates below grids level and seal-caster statement. They strated greater should be seal-caster statement. They strated greater should be seal-caster statement. They strated greater should be sealing social staff, level and smaller statement good and for the open statement of the seal statement of the seal staff graduation and oil substituted the seal of the seal staff graduation in large seal substituted the seal staff graduation in large seal substituted the seal of the seal staff graduation staff graduation.	Our district two-ps all special education studies within our school system and. This accrossing power for children within the school system of the school special studies to extra school so their children are given the supporting by accident the school school so their children are given the supporting to the school school service of the school service school servic	Our total absolute in 3-8 & 11 is 251 . Ot total excellents in PP-12 is 300.	The IEP primarily considers the criteria provided by the state department on the Criteria Checkide in Assessing Students with Obselfels on Alexanda Students and Assessing Students and Stu	As he fast juar aposis education director in the disciss. It make with he EP hash to discuss each of disciss. It make with he EP hash to discuss each of determine whether they would in far for the capitals to be design in authorizing the searcheal fast of the search part of the fast of the search part of the search	All of our allements assessment is taken to exclusive, however the mightiny of our emidlened subsets of the mighting of our emidlened subsets emission to ensure at students well subsets with the contract part of the mighting of the students of the contract part	Payents yeardings as a side good of the ED process for these students. Often these payents are as easily prince fraging for the students of the process for the students of the flavory of the students of the flavory of the students of the	None that I can think of. We have a startife delinit and do our bask to see that the see that th
Heavener Public Schools	Our Special Execution Director roots with such EP bases or I would be a CAPA challes guidelines small they feel confident applying the otheria when making 2.16 authoration decisions.	Yea. Our teams uses the Criteria Checklist for Assessing Students with Disabilities on by: Alammide Assessments. These students must have alternate achievement standards in all content areas.	d. No	No, our projected testing population is 415 students.	The criteria checidist for assessing students with disabilities on alternate assessments.	The IEP team arrusily meets and decides if a student coalifies to coefficiente in afternate assessments.	After reviewing the CAAP subgroups, we conclude that there are more males participating in the CAAP . There is test an influx in males in this croup.	OAAP Testing along with all other decisions and made during the IEP meeting are team P. decisions. The parents and all members of the team are encouraged to participate fulfu.	Nothing further in needed, Our Special Education Director works with each IEP learn and reviews the CAAP criteria guideliness annually. They feet confident applying the criteria when making participation decisions.
Central Phâlic Schools	Through he policy and procedures meaned and Prince 1.5% Energial the program before Mall Perspens, November 1.5% Energial the program before Mall Perspens	ph. of Yes, Papareork is current and placement is resided.	No.	Ves. We have a testing population this year of 250 students with many that moved in this semester. And we are a rural school of Phrin 12 garders. So not basing population in quite small.	The Criteria Checklet, Th Oldshoma Special Education Policies and Poeculars March, The transdegle we Procedures March, The transdegle we have been seen to be a six of the paperson foresteroid that had always been in place for our new student. Was do accorate and current of the paperson forester of the first paperson forester of delight having been reviewed by our team and after being accorate has receiving in the cases occur to the first paperson for the first paperson from the first	Our distinct values to these a finant yearly of country and the selection. Communitation with a team's organized processing the country of the country organized processing of the country	We don't consider them to be a large discrepancy between participants of the general assessment and the alternal assessment. We carrier control the propulation of skedent with move into our distillant but do see the man		Continued explanation of the CIAAP alternate diploma program that is developed and continued accessability for quasifors in be accessability for quasifors in be
Covington-Douglas Public Vian Public Schools	Members of student EP is some have used the GROCO critical checklist and from allow completed CAAP. Turning through the Comes or done learning to help 2.4% critisms for all CAP is soften for CAPP in allow. All have members have completed the 11% Profused 217 Development Made on CRIDIC Comman.		No, our district does not provide a targeted program.	Yes, our district has a total of 248 total errolled students in our district for the 2023-2024 school year. Yes, we have an overall testing population of 386.	Our team uses cognitive. Intellectual basting scores, adaptive behavior scale antigans, performance on courseor's, and concerner from teachers and families, as well as the collect neckelst provide neckels to 2005 when making our determination or OAAP placement. Academic, Intellectual, Developmental, n. Adaptive, Background and classroom observation.	Our district evaluates students regularly throughout the year to determine placement for CAAP. We update adaptive behavior scale refings to exist in the decisions. Permit and beacher concern are also consisted when determining our decisions. The IEF data means aroundly of discours students that participate in the alternative decisions.	We do not show a discrepancy in our participants. The only stationis who are bested with the OAAP are our ID and severely additic stations.		
Balko School	OAAP webpage and the OAAP Criteria Checklist for Assessing Students with Dissabilities on Atternda 0.0065 Assessments	No	No	Yes, our school is in a very rural area.	Assessments and IEP	We look at their IEP's	None.	It is discussed in the student's annual IEP meeting	None
Watenea Public School	We have special advantages have meetings to go own the qualification of the deschold. We also review to the qualification of the deschold. We also review to the property of the description of the property o	This takes completed the cities is checkles together cell of the velocity is required to the cities of the cell of the velocity is considered to the cell of the cell of the cell of the cell of the cities when the cell of the cities. We used all the cell of the cities. We used all the cell of the cities which to read to formed decisions.	No, but we are the county seal and have a native American food party and resource cealer which is a good location for those concernitarily disablentaged to live and have available and local habo.	1	medical reports, parent information, cognitive assessments, and critical checklisis for assessing students with data chilles.	ALCOAD stations IEPs are reviewed by the special advocation batchers and the stating coordinator on a want's tasks.	Our subgroups of facility in the alternative assessment match the general assessment subcroups very closely.	They are part of the baren that makes the decisions toward alternative assessments, over the critical with the baren that cover the critical with the basen. This is done remainly at the EPP meeting. We just alse the baren that case meeting the baren that casements droubled by the OSOE.	We need the state to continue to provide the brainings and five charts on the westales and ending the namindless to our enable on trainings to watch or although
Glover Elementary School	Al CAAP students must have allowness active owners and the students of the students of the students of approximate content of the students above form 2 benchmark believes.	No	No	Yea, we have only 26 students 3rd through 6th asade.	Glover uses the Criteria Checklast for Assessing Students with Disabilities on Alternate Assessment, if readed the Rubnic for Determining Student Eligibility for CMAP can be used.	We determine which of our absdects have the most severe cognitive disabilities and also have rigorous measurable goals and objectives. We have use "Critical Checkted for Assessing Students with Critical Checkted for Assessing Students with distance of the Critical Checkted for Assessing Students with distance with the Checkted form to determine which will take the CAAP.	The hypotheses formed is that the class with fewer students will have a higher percentage of students belong the CAPA. As far as protein-volving actions to be taken, we could reduce the number of students taking the CAPP.	Glover involves the parents with the decision making when it comes to decisting which students are eligible to size the CAAP will parents understand that being the CAAP will result in their child earning an alternate diciorna vs. a standard diciorna.	Raising the percentage of students that can take the OAAP would be productle in reinding sure that each student is evaluated using the most successful tool available.
Vian Public Schools	All learn mambers have completed the 1% Professio 2.59 Development Module on OSDE Correct.	nali No	No	Yes, we have an overall testing population of 388.	Academic, Intellectual, Developmental, n. Adaptive and Background data. Team consensus.	The IEP team meets annually to discuss students that participate in the alternate assessment.			
Broken Bow	We have had dailed meetings and one do one with the second of the SES 2004 action (see. OAAP 11.		Yes, Our district offers a self-contained program for severely/refound students are not the self-county wide known to be excellent in the field of education.	No.	Intellectual assessment, Adaptive Behavior Assessment, Medical Documents, Galdance Rubsic Gordon Comistering OAAP Testing, Allemate Assessment Collectis Checklist.	Our teachers that teach the severely/rofound population of students are trained yearing on the oppulation of students are trained yearing on the oppulation of pulations that quality a student for OAAP teating. The Special Ed Director also audits the students that are submitted for OAAP teating.	Economical Disselvance of Make in the subgroup of the disselvant of the special Assertage Statement of the disselvant of the Statement of the		
Boise City	During In-service at the beginning of each school year teachers are given a checklist and the guidelines for 0.019 placing a student on the QAAP teating	No	no, we do not	no	OAAP checklist, Adaptive behavior scores, IQ scores	At the beginning of each school year, the sped director, principals and leachers review each student's file that takes the CAAP		Everything is discussed at the IEP meeting at the beginning of each school year	I feet like our district is doing a good job of making the right decision on whether a student takes the CAAP or regular assessment.
Moore Public Schools	Paragined trainings amountly of all special educations, orbins chantilated education-making protocol is she 3 50% with required to be safed when making sensed decasted to safe the safed special of the safed when the safegue sensed decasted to the safe safe safe safe safe safe safe saf	MPS does NOT have any students with the primary category of SLD or SLI, however, he was the start to with primary categories of the Control of the SLD or SLI, however, he was the start of	Yes. We have very elde, highly-baland and fin all of our programs that attacts many from other districts to move into our district for the specialized a services we provide.	Out of the total population of all statelers in special education, 13% of them are significantly cognitively impaired. This is sufficiently cognitively impaired. This is sufficiently considered to the construction of the company of the construction of the constructi	Intellectual and cognitive assessment a score, deprive functioning assessment scores, overrectual consumeration assessment access, diagnosis from outside providens and the consumeration of the consumeration of the participation.	Each stakes due participates in CAAP has an IEP chedicité du la transit de Administration with the chedicité du la transit de Administration with the criterius chedicité (OAAP) participation inclusied. These are checked, along with assessment scores of IQ, adaptive and communicative assessment scores.	Students who have identified as African American are slighty disproportionship callegarized as related cast of the control of	annual IEPs of each startest, with maximum	
Milburn	Compiled ELM requirements for administrating the assessments	No	No No, our district is the only district in the county that his Special Education self-contained classrooms to meet the need		Coordine and adactive of the most sever	The term looks at all the data to make sure the student is placed to meet his her needs, as far as auditing it is done by second ad director.	No Discrepancies	An IEP meeding is hald annually, at that time it is determined what assessment the student will participate in. The beam, which includes the purent makes the decision, and the parent makes the decision, and the parent will be informed of the postseconday implications associated with the alternate dictorns.	At this time, the teams only do administe bearing with the most a significant cognitive disabilities to be assessed with the CAAP. I can't think of anything. All trainings we get specify only the abdients with the most severe cognitive disability should be assessed with the CAAP.
Huao Public Schools	The LEA team has reviewed the requirements set for for CAAP participation polarities. Thus they present that information to the prestrationaries for consistention. The latern them made the decision of CAAP was opportable for each solution about the set 0.32 audicines will boil provided.	h nd No.	No, our district is the only district in the county that the Special Education self-coordinated classification self-coordinated classification reset the need of statefarts with severes disabilities. Our district also the largest district and it also in the largest district and it also inside the largest down in the count of a small behalf to get the small behalf to the self-to self-to self-to get the statefarts with the most servine disabilitie because we can handle and provide for that reach better than the smaller schools.		t Educational evaluations and the OAAP oxide/lines tools.	The team collects dafa over the course of the year and reviews it at each arrual IEP meeting to determine if the data is complete, accounts, and/or needs updating. The learn then uses that data to make determinations for the student for the uccoming year.		The parent's are part of the team that makes the decision to place a student on an alternate assessment pathway. The parent's given flyers and handboot to review so that they know the information insolved in the decisions they are hisbing that least make. The parent's are involved with the process as	None
Wazika	The team welves, discusses and determines what bading options are best for each student based on the 2% criteria checidial and various factors.	s No	No	Yes, Waurika Public Schools has a small student population which effects our overall pencertage for alternate assessment causing WPS to exceed the terosted 1.0% for QAAP.	Current student population	The students that participate in the alternate assessment have been reviewed, considered and obtainmed based on a the IEP beam decision. During the beam meeting information, date, checkfast chests along with input are used to determine beat testing cotion for each student.	WPG is unsease of any subgroups that have a discrepancy when considering general and alternations assessment. WPG has a small postulation which limits wincos areas of subgest participation. WPG sheels that disposphericality is uncontrolled by the school as we are usual, low socio-economic operation.	past of the IEP team where decisions are made. At the time of the IEP meeting the te criteria checklist is reviewed with postsacondary implications being discussed during that time. The parents as well as the IEP are mindful of what the alternate assessment means and what implications	None at this time.
Fairviere Schools Shidler	Or special ethication staff in the beam brisined to review the seconds of the subsection that any special section to the seconds of the subsection that any special section for the subsection of the subsection of the subsection of for the subsection of the subsection of the subsection of the subsection of the subsection of the subsection of the subsection of the subsection of the subsection of the subsection of the subsection of the subsection of the subsection of the subsection of the subsection of the subsection of the subsection of the OLD SIES have used the OLD Pollaries of the subsection of determine engineers.	an at NO The students reset the criteria and it will be a lifeborg requirement for any leading.	NO No	NO Yes, we only have 90 students in grades 3-8, 11 who will be lesting.	We use their most current cognitive assessments and adaptive between scales in the control of th	We go over the Isating at their yearly review and their 3 year ne-realisation to make save the students still 3 year ne-realisation to make save the students still We review the IETP frequently and book to see if these save any changes that student remove the student from the CAAP assessment.	We do not have a discrepancy at this time. There are no discrepancies based on subgrouping		At this time our students are being assessed with the appropriate tools.
Desser	We use the CAAP brockurs and answer the question 1.592 from the checkfet to make an informed learn decision.	ii - No	No	No	Depending on the functioning level of the student we use the data collected from the OATECA curriculum, Kachman Test of Educational Achievement and the OAAP checidist, beacher and perent interviews to determine eligible students for the alternate assessment.	o As the Director of Special Services, I attend all EP meetings for students who participate in the alternate assessment processm.	Deway does not have any subgroup disproprionally between students identified for CAAP compared to the students who are taking the ownerall education as esament.	Parents are included in the decision making process to determine if their child participated in the Oldebrana Alternate a Assessment Program as well as developing the costsecondery claim.	None.

	Certified TEAM member have all completed the Pepps module. Chilaria for Alternate Assessment Participated and take into account all aspects of the Chilaria Childia for Assessing Shaderts with Disabilities on Alternate Assessment for make informed decisions on a natural Assessment for make informed decisions on a long.	ur n	We have an amazing Special Needs classroom. Our district recently approved a bond issue to build a life skills room (full kitchen, laundry, living away) that may be utilisacting families to			We review annually each student's data to determine			I believe that we are "dealing with the hand dealt ut" due to the high number of subsets that as in standard grides. Again we are small delived or which just 3 students on OAAP put us over the 1%. These are informed TEAM decisions that are made using the retries and forth by the SDF.
Konawa Public Schoola	for Assessing Students with Disabilities on Alternate Assessing Students with Disabilities on Alternate Assessment to make informed decisions on a student- 3.80% by-student basis.	ne. No	skills room (full kitchen, laundry, living area) that may be attracting families to our district.	Absolutely, we only have 275 students in the grades that will be assessed this year	Academic Achievement evaluations, OAAP Criteria Checklist, Alternate Dioloma Criteria, Medical Disonosis	We review arrusity each student's data to determine continued eligibility for participation in the OAAP program. This includes all cognitive, intellectual, academic, and OAAP Criteria checklist, as well as Alternate Dioloma criteria.	There are no subgroups in our district that have a discrepancy between assessments. NIA NIA	or the OAAP program and discuss the students participation in the program at every IEP meeting.	1%. These are informed TEAM decisions that are made using the criteria set-forth by the SDE.
Amber-Pocasiset	1.54% Special Education Handbook and Kite Training	No	No	Yes, district enrollment of less than 400 yes, we have environmental and drug	Cognitive testing, academic testing, parer interview, alternate testing placement grid and teacher inout	minimum arread reviews with full IEP team	N/A	Parents are informed during IEP meetings and comies of all documents	Easy access to training on the Kite/DLM website
Westville	3% All have completed the papper training.	no	Our school has a high volume of ID students	issues in our county that makes our children with parents on drugs, have learning difficulties.	The criteria checklist	We look at all students in January of every school year to make sure all accommodations are accurate.	a discrepancy, it's a natural discrepancy due to our population make up.	During the IEP meeting.	None
					The criteria checklat Educational and Psychological Evaluation Components, Health and Medical Data, Student Observations, Vision/Hearing Pageopting Of and Spreads Equity	All of our CAAP students attend our co-op and are part of the severe and profound program. Their data is checked annually as part of the IEP process to ensure that they remain in their LRE and confinue to qualify for the CAAP.			
Macomb Public Schools	All IEP teachers are required to review the OAAP 2% checklist as part of the IEP process.	No	No	Our total testing population is 149 students.	Screening, OT and Speech Evata, Benchmark Data, and Student Work Samples	ensure that they remain in their LRE and confinue to qualify for the OAAP.	NA	The checkfat is reviewed at IEP meeting with the parent and their input is considered at that time.	None
								The parents attend the IEP meeting when the choice is being discussed and give their	
	All member are given the run down on what it takes to qualify for the OAAP test. During the IEP meeting all team member give their injud on if they feel a student				The students IQ and performance on	We are currently in the process of getting all CAAP students releast and new adaptive behavior screening done to make sure that all students still quality. We review the collecting yearly claring the IEP meeting to make sure the student still meets the standards to		The parents attend the IEP meeting when the choice is being discussed and give their input on the criteria checklat and are given the OAAP brochuse to make save they understand what the OAAP is and who can Participate. In the IEP meeting we discuss what the new Alternak Diploma is and how it will differ the state of the Company of the participate.	More guidance for the new Alternate Diptoma, Curriculum for the Alternate Diptoma Classes,
Glancoe Public School	team member give their input on if they feel a student 1.80% meets each criteria of the checklist.	No	No	Yes, do the population of our school we usually can not even test 1 student on OAAP with out exceeding the 1%.	MAPS scores, Students overall ability in the classroom	make sure the student still meets the standards to qualify.	There are no disproportionate differences in subcroups participating in the CAAP.	what the new Alternate Diploma is and how it will effect their students future.	on if a student qualifies more then kust the checklist on the IEP.
									Our main concern is the number of
								Once the alternate diploma information came out it was shared with parents. During each	Our main concern is the number of students that come to us from other districts who are stready qualified OAAP without the required
Epic Charter Schools	We have a training each year on CAAP guidelines. It is completed by special education principal group via 2.33% zoom.	Yes, we look more intensely at the assessments. We also go through the criteria checklist.	With our model being mostly home based, we have a larger population of OAAP students.	no	IQ, adaptive scales, criteria checklist, benchmarks, observation, rubric	Our compliance specialists audit each IEP that is written. QAAP files are monitored more closely to look for required components.	We had no disproportionally last year.	Once the allamate diploma information came out it was shared with parents. During each IEP meeting with an OAAP student the allamate diploma in discussed. It is also a requirement to discuss it with any students that OAAP is being added to their IEP. Parents and/or guardians are shown the Chinic Charlest and In the Charlest Charlest and In the Charlest Charlest and In the Charlest Charlest In the IEP.	get a parent to agree to remove QAAP when another school added it.
Norwood	IEP team members have access to the Criteria Checklist as both an online and paper resource. This 4% checklist is reviewed arexaely.	Yes, we have one student who has a primary disability of SLD.	No, we do not provide a targeted program that would contribute to a highe errollment of students with significant countive disabilities.	Our total population Pk-8 is only 154 students.	We use the Criteria Checklist as well as the student's placement category and overall ability to make the determination.			discussed with them. The alternate assessment is fully explained to them. They are also given a pemphet with information certaining to the assessment.	available both online and in paper format.
						After a student has been evakated by a certified School Psychologist and determined to meet eligibility or student and the student student student containables or design as second School Psychologist reviews he evaluation results before a recommendation by bace he student in a self- contained sating for full time special education support. The students placed in self-contained sating meet the criteria for the attenuite assessment setting meet the criteria for the attenuite assessment setting meet the criteria for the attenuite assessment secondary setting as e-resulation with additional secondary setting as e-resulation with a secondary setting as secondary setting as e-resulation with a secondary setting as e-resulting as secondary setting as a secondary setting as e-resulting as secondary setting as secondary setting as secondary setting as a secondary setting as a secondary secondary setting as a secondary setting as a secondary secondary	/ Upon review of grades 3rd through 11th, the largest		
		Primarily students with the eligibility of ID, Autism and MD are participating in the alternate assessment. There are a few				disabilities or Autism, a second School Psychologist reviews the evaluation results before a recommendation to place the student in a self-	3rd grade students taking the alternate assessment When reviewing the data of students participating in the alternate assessment based on race there is a		
	All administrators, School Psychologists, Special	ablantate assessment. There are a few students with the eligibility of OHI. These students have IQ scones in the ID range, and borderline adaptive scores. The IEP teams				contained setting for full time special education support. The students placed in a self-contained setting meet the criteria for the alternate assessment. Prior to a student movim from elementary to a	6% discrepancy between black students taking the OSTP (15%) and black students taking the CAAP (21%). A potential hypotheses would be that more black students are being identified as intellectually.		
Union Public Schools	Education Teachers have completed Pepper training or criteria for students to be assessed with the alternate 1.53% assessment.	n completed the criteria checklist and	No	No	Completion of the OAAP criteria checklist Review of the multidisciplinary evaluation and eligibility group summary.	secondary setting a re-evaluation with additional assessments is conducted to verify if the initial eligibility was valid.	disabled. The problem solving action would be to review the MEEGS to verify that students do meet the eligibility criteria.		None identified at this time.
		Students Woodcock Jonson Assessment an	We have students with non-verbal aution d and intellectually disabled (down	Yes. We have intellectually disabled	Woodcock Johnson assessment, classroom observations and academic	The IEP's are audited and reviewed yearly. Students who need the OAAP are students with significate	The students that will take the CAAP have disabilities of order more confirmations and	Each initial IEP meeting the parent is informed of the state test and which test the student will take. The parent is informed at	
Bokoshe	3	2 disability type.	syndrome.)	students that exceeds the 1%.	abilities.	disabilities and cognitive deficiency.	intellectually disabled.	the yearly meetings of the OAAP test.	Touch screen computer.
	All members of the IEP teams understand the OAAP criteria checidist and use the checkdat to make informe 5.17% decisions about the bast placement for each studert.	4		Our riskint has a total laster constation of		The special education director and IEP team review every IEP, every year to determine that students are placed appropriately and that they are placed in such way that their best interests are being served.	a. We e do not see any discrenancies believen	Parents participate in meetings and are part of all decision making for their children. We work to keep them informed and up to date on policy changes and updates.	
Reydon	5.17% decisions about the best placement for each student.	no	no	Our district has a total tested population of only 58 students.			subgroups and the general assessment population.	on policy changes and updates.	None at this time.
					evaluation team reports, benchmark assessments dath, diagnostic assessments, AT evaluation, speech and inriguinge assessments, kep goulicipiedress, formative academic and termition assessment data, adaptive shift progress on functional, daily hing and life skills standards, and sensory and/or most assessments describing access modes of communication, fine and gross motor tasks				
					goallobjectives, formative academic and transition assessment data, adaptive skills progress on functional, daily living and life			During the annual IEP meeting parents are	
Y	online training, information provided at meeting via 1.80% handouts			Yes. We have approximately 180 students that will test this year.	skills standards, and sensory and/or moto assessments describing access modes of communication, fine and gross motor	The special education director and teachers look at individual IEPs. We specifically look at goals and objectives.		During the annual IEP meeting parents are informed of the decision to place a student on alternative assessment. They are given handouts and provided with all necessary	online training and paper
i urser	1.00% remotion	NO.	NO.	SELECTION COME WAS DESCRIBED.			NOTIS.	Promason.	
Tiston Public Schools	The IEP team participants discuss and go through the QAAP flowchart for each students they are considering 1.87% placing on an QAAP.	No	No	Yes, we have a small enrollment. We are only testing 120 students.	Both of these students are not able to tak any of the benchmark besing or any other kind of evaluation. Both have severe cognitive deficiencies which have been supported through medical reports.	Meetings are held yearly, placement options are considered, and goals are updated based on progress of each student.	We do not have one subgroup that has more OAAP participants than the other.	This is addressed during the IEP meetings.	We are very unsure how both of these students are even going to take the OAAP because of their conditive issues
.,	We have arread confessional development at the first of		-	,	We use Berchmark Assessments	Two times year the spanial education director			
Catoosa Public Schools	each year to review the guidlines found in the Criteria Checkdat. This checkdat is used by all special education 1.3 teachers in our district.	in No	No	No	daily living skilts as well as assessments etc.	, psychomatrist, and a sped team member will review the IEP, checkint and the data listed above and determine if a student still qualifies for QAAP testing. IEPs are reviewed and unclated annually with the IEP.	We do not have any significant issues in regards to discreportionality	Parents are encouraged to passegue in as aspects of developing the IEP. We review the checklet, IEP, parent rights, and survey during the armsal meeting. Parents are a part of the IEP learn and are included in constructing the annual IEP. OAAP participation is discussed and considered at every annual IEP meeting.	None Sturkens in our district one being
Twin Hills	All team members have completed the OAAP 1% 1.14% Professional Development through OSDE Connect	Yes.	No	Yes. We are a small, K-8 school and have 175 students in grades 3 through 8.	We always refer to the OAAP Participatio Criteria Checklist.	IEPs are reviewed and updated annually with the IEP in beam. The CAAP criteria is always discussed and considered.	Our district doesn't really have disproportionate discrepancies between participants.	OAAP participation is discussed and considered at every annual IEP meeting.	Students in our district are being assessed using the appropriate assessment.
					We use the checklist provided by OSDE. We also look at festing and communication skills.		We will continue to monitor and provide access to resources to resources to ensure that we are providing our students with the appropriate assessment.	70.0.00	At this time we feel like we are utilizing all resources from the OSDE to address the needs of our
Cement i160	Our special education staff was trained last year using 1.8 the training provided by the OSDE. Training two been provided to all administrators, special education teachers, and achool psychologists on the	no i	no	Yes our testino population is 160.		The special education director thoroughly goes through the IEP and utilizes the checklist. The special education beachers and school psychologists review the IEP's of students placed in II OAP to be sure the appropriate students have been	students with the appropriate assessment.	This is addressed in their simual IEP and discussed at the meeting. Information has been sent out to all parents about the alternate diploma and we had a Community Resource Night to go over this se well.	students.
Rinhy	education teachers, and achool psychologists on the 1.4 requirements to put students on OAAP.	No	No	No		II OAAP to be sure the appropriate students have been placed.	We are not disproportionate.	Community Resource Night to go over this as well.	None
,				Yes, we have an entire PK-12 population					
Gerorimo High School	Members of the IEP team have been through PD 1.875 related to IEP procedures.	No	No	No Yea, we have an entire PK-12 population of less than 250, however we live in a run district that has a high enrollment of Sped students	MEEGS, current IEP, multiple assessments, doctors diagnosis	The special education teacher keeps records. Each student is placed based on their needs.	NA	Yes	NA
Gerorimo High School		No	No					Yes	NIA Continued training and documents
Gerorimo High School Clooked Oak Public Schools	Members of the IEP term have been through PD 1.875 related to IEP procedures. Colaborative training and in service, stalk department 1.4 caldance and EdPlan forms	No no	No no	We are a small district, with a large percentage of students with services	OAAP checklist, IQ, functional ability, learn meeting	Review of the CAAP checklist and discussion as part of the IEP	Black and White ethnicities have the largest discrepancy. Our district is primarily of Hispanic ethnicits.		NIA Continued training and documents by the SDE
Geroriero High School Crooked Osik Public Schools		No no	No no	We are a small district, with a large percentage of students with services	OAAP checklist, IQ, functional ability, learn meeting	Review of the CAAP checklist and discussion as part of the IEP	Black and White ethnicities have the largest discrepancy. Our district is primarily of Hispanic ethnicits.		
Gerovino High School Cooleed Cale Public Schools	Celebourders training and in service, atlas department 1.4 oxidance and EdPan forms	No no	No no	We are a small district, with a large percentage of students with services	OAAP checklist, IQ, functional ability, learn meeting	Review of the CAAP checklist and discussion as part of the IEP	Black and White ethnicities have the largest discrepancy. Our district is primarily of Hispanic ethnicits.	Parents are an active member of the IEP base. When considering a student for OAAP, the parent is informed of the assessment options that may be available for their student through ongoing basen	
Cerotine High School Corolled Cial Philife Schools Elmos Cial-Parent	Celebourders training and in service, atlas department 1.4 oxidance and EdPan forms	No no	No no	We are a small district, with a large oercertage of students with services	OAAP checidat IQ, functional ability, team meeting Current cognitive and adaptive evaluation	Review of the OAAP checkled and discussion as part of the IEP At each annual IEP, the form will look if the current data and IEP/point along with the OAAP Chairs and the Company of the IEEP annual IEP and individual subdert will resed the OAAP leading. We have been been been subdered to the IEP annual IEP annual to take the become the purerit information reporting that studies's long larin seeds. We arraign current that studies's long larin seeds the Company of the studies of the IEP annual	Black and White ethnicities have the largest discrepancy. Our district is primarily of Hispanic ethnicits.		
	Calaborative basing and in service, state department 1 of customs and Giffren forms Provine annually the COAP participation guidelines. The coarse annually the COAP participation guidelines, and the coarse annually the coAP participation guidelines. 2% student decision makes:	No No	No No	We are a small district, with a large necessface of students with services where the services are a small number of students with services. We are a small number of services and services are services as a small number of services. We are a small number of services are services as a small number of services and services are services as a small number of services are services. The services are services as a small number of services are services. The services are services are services as a small number of services are services as a small number of services are services.	OAAP chacidat IQ, functional shifty, fear meeting Carmet cognitive and adaptive evaluation information, parent appoils, such as Education (Federal Section 1). The control of the control	Review of the CAAP checklist and discussion as part of the IEP. Asked nerval IEP, this learn will cook at the count checklist, and if needed the Robert to determine the checklist, and if needed the Robert to determine the checklist is also less also seen the private information specific and the size in the count to private information specific and the size in the count to the checklist is seen to consider the countries of the countries of the time to complete injustment of the countries of the time to countries described to the countries of the CAAP. The CAAP Checklist lead and each statistic of the countries	Black and White officioles have the singuest descriptory. Our district is primarily of Hugamic ethnicity. Economically Charlosstegad-This is difficult to saraligate or problem solve, considering our sincel populations manifely the objects of the populations have been dealings. Our district populations have been dealings. Our district factor.	Prents are an active member of the IEP beam. When considering a student for CAAP, the parent is informed of the assessment of points and the result of the student through engoing learn the relationship to the student through engoing learn the discussion for consequences of the CAAP process, including the alternate diploma student discussion and learn best concerns as part of the decision making market learning to the concerns as part of the decision making concerns as part of the d	The subsic provided by OSDE has been helpful in making decesions reconstruc CAAP students.
	Celebourders training and in service, atlas department 1.4 oxidance and EdPan forms	No. No. No. No. No de not	No No No No do not	We are a small district, with a large necessface of students with services where the services are a small number of students with services. We are a small number of services and services are services as a small number of services. We are a small number of services are services as a small number of services and services are services as a small number of services are services. The services are services as a small number of services are services. The services are services are services as a small number of services are services as a small number of services are services.	CAMP checidal, 10 fundame delity, bean meeting the meeting of the control cognitive and adequive evolutions of terminal cognitive and adequive evolutions of terminal cognitive and adequive evolutions, pured apports, seader evidence of the committee of the commi	Russes of the CAAP Checkbid and discussions as part of the IEP. As each manual EP, the same all to be if the current discussed in the CAAP Checkbid and EPD plant as the CAAP Checkbid and EPD plant as part to CAAP Checkbid and the EPD plant and EPD plant as part to CAAP Checkbid and the Section of the the Sectio	Black and 19ths otherioties have the simped discipance. Our district is primarily of Heyanic effects. Economically Disablantages —This is difficult to analyze or problem solve, considering our sixtual pupillation in many in this calegory. Our district factor. With how a legal Heyanic population, however an North Control of the Problem Solve, considering our sixtual pupillation in many in this calegory. Our district factor. With how a legal Heyanic population, however are No discipancy has been identified between grown.	Parents are an active member of the IEP OAAP, the parent is fromed of the assessment options that may be waitable for assessment options that may be waitable for assessment options that may be waitable from a fact adult of though ongoing bases will be added to the control of the CAAP options, including the absentiant deplane of the document of the	The nutric provided by OSDE has been helpful in making decisions requester OAPP Anderes. CAAP Chackfast None at this time
Einow Cits-Pernel Tupin	Collaborative basing and in service, state department 1 of existence and Giffrent lamb. Forever amountly the GNAP participation galations, 25 student decision makes. 25 student decision makes. 26 student decision makes. 27 student decision makes. 28 student decision makes. 28 student decision makes. 29 student decision makes. 20 student decision makes. 20 student decision makes. 20 student decision makes. 20 student decision makes.		No N	We are a small district, with a large necessface of students with services where the services are a small number of students with services. We are a small number of services and services are services as a small number of services. We are a small number of services are services as a small number of services and services are services as a small number of services are services. The services are services as a small number of services are services. The services are services are services as a small number of services are services as a small number of services are services.	CAMP checidal, 10 fundame delity, bean meeting the meeting of the control cognitive and adequive evolutions of terminal cognitive and adequive evolutions of terminal cognitive and adequive evolutions, pured apports, seader evidence of the committee of the commi	Russes of the CAAP Checkbid and discussions as part of the IEP. As each manual EP, the same all to be if the current discussed in the CAAP Checkbid and EPD plant as the CAAP Checkbid and EPD plant as part to CAAP Checkbid and the EPD plant and EPD plant as part to CAAP Checkbid and the Section of the the Sectio	Black and 19ths otherioties have the simped discipance. Our district is primarily of Heyanic effects. Economically Disablantages —This is difficult to analyze or problem solve, considering our sixtual pupillation in many in this calegory. Our district factor. With how a legal Heyanic population, however an North Control of the Problem Solve, considering our sixtual pupillation in many in this calegory. Our district factor. With how a legal Heyanic population, however are No discipancy has been identified between grown.	Parents are an active member of the IEP OAAP, the parent is fromed of the assessment options that may be waitable for assessment options that may be waitable for assessment options that may be waitable from a fact adult of though ongoing bases will be added to the control of the CAAP options, including the absentiant deplane of the document of the	The nubric provided by OSDE has been halful in making decisions recently on DAP students. OAAP Checkist None at this time. If the the inperson profitiols training we used to have many years ago. It
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Elmore Clar Permed Train Reter Pode: Solved State Clarabose Lama Paldio Solved Cudnin Gullen Ouder Public Solved Solved Outer Public Solved Solved Outer Public Solved Solved Outer Public Solved Solved Outer Public Solved	Collections seed of the collection of the collec	No on do not No No No No No No No No No	Our dishlet has children with significant cognitive disabilities that the in the children.	We are a small dashed, with a large search them of a fallerink with services where the services of a fallerink with services the services of a fallerink with services the services of a service of a fallerink with the services of a	Charles controllers and alignite evaluation of white the controllers and alignite evaluation of controllers and alignite evaluation of controllers and alignite evaluation of controllers and alignite and alignite evaluation of controllers and alignite evaluation. Education, Reviewhorst and alignite evaluation of controllers and alignite evaluation. Professional Controllers and alignite evaluation of controllers and alignite evaluation. Professional Controllers and alignite evaluation of controllers and alignite evaluation. Professional Controllers and alignite evaluation of controllers and alignite evaluation. Professional Controllers and alignite evaluation of controllers and alignite evaluation. See a controllers and alignite evaluation of controllers and alignite evaluation. See passion and alignite evaluation alignite evaluation alignite evaluation and alignite evaluation. See passion and alignite evaluation alignite evaluation and alignite evaluation and alignite evaluation. See passion and alignite evaluation and alig	Review of the CAMP Checklish and discussion as part of the IDP. As each many GEP the laws will have the for current of the IDP. As each many GEP the laws will have the for current of the IDP. As each many GEP the laws will have the format of the IDP. As each many GEP the laws will be the CAMP Checklish and IEPP the laws of IDP. As each many GEP the laws of IDP. As each many GEP the laws of IDP. As each many GEP the laws of IDP. As Each The IDP. As Each Each Each The IDP. As Each Each Each Each Each Each Each Each	Books and White extinctions have the simple discrepancy. Our district is primarily of Hayanne extension. Economically Disable strateged—This is difficult to entirely an extension of the primary of Hayanne extension. Economically Disable strateged—This is difficult to entirely an extension proposition manyle throughout the strategies of the strategies	Perenth was an active member of the IEP base. When concentring a state of the IEP base. When concentring a state of the IEP base. The concentration of the IEP base. The IEP base is the IEP b	The action provided by OSOE has been helpful or a making devicement and the control of the contr

Oologah-Talalia Public Schools	0.90%. District training on complaining the Criteria Checklist	Yes; the IEP team used the Criteria Checklar and the Guidance Rubric to determine eligibility.	t No	Not this school year		Files are audited using the audit checklist provided by the State Department	Economically Disadvantaged is the subgroup that has a disproportionally. This is a large portion of the districts population. The district will continue to use the criteria checklist and the rubric to closely monitor students that are determined eligible for OAAP testing.	The decision to place a student on alternate assessment is discussed during all EP and MEEQS meetings. The parents are saked the participate in the ortheria and checklist and provide imput on the teams decision.	All checklists have been helpful in making the decision to deletrime the appropriate assessment and the or notifications have also been helpful in informing the district of changes that need to occur in this process.
Tallacquili Public Schools	Consider a nelectable of a periogration robotic control of the con	The MECOS ware described fall of the Mail regiment was the primary deading regiment of the modern students and an advantage of the Mail regiment of the mail	Ves. Takegoth is to location for a power was the advanced trans. It is good worse the advanced trans. It is good to may provide locating and 24-to good to may provide in locating and 24-to good to an average the country of the complete of a character field in the form and they are 18-to good to good the country of the c	. No	Site have sell meet of the heighing of an object to read the Color and Site of the Color	The Sovicial Education shalf is in the process of	The largest discrepancy between subgroups in rod district is between students who are considered. An other students with the considered of the confidence of the control of	Person as Inselfed in DAM participation processing the first term and Ell participation of the first term and Ell participation. The control c	P. Additions being a recovering the particular to COOP participation.
Ween Public School	During EP harm meetings, the EP harm notions the and purpose of the property of the control of the property of the control of	Allemetive Assessments provided by the Oklahoma State Department of Education. Yes - The teams used the information available: assessment, current levels of performance, observation, valued a services, etc and the information in the Edition	d I No.	Yes. We are a rural action with less that 300 students in the entire district. Our leading population is only 141 students.	The data accorded that we used by our desired are actual conference and projected evaluations and medical diagnoses provided by tained medical professional.	After the wind IEP has been formulated for the soldered by the IEP heart, the later residency by the IEP heart, the later residence are IEP. During orbital characteristic mid-IEP. During orbital characteristic mid-IEP. During orbital characteristic mid-IEP has been from the IEP. The IEEP has been from the IEEP has been	The hypothesis that I can four is that flave is no convalent between a kelgroup lately the CAMP and more than the suppose that we not. The actions that our district will take a because their our subgroups that we not a subgroup that deep control of the set on a subgroup that deep control of the set of the s	Prents are informed at annual EP have meeting. These are changes the need to be made to the IPI day optical the hard be made to the IPI day optical the hard parents and guardiant to discuss such changes.	The resources provided by SDE are sufficient to ensure only the control of the co
Idelel Public Schools	We not loggither and reviewed the critical checkle in ratio. We also west frough the state eligibility and ES parents better We had post discussion should part to the an CASO quality as based many latest 3.40% and lates.	program to make that debarrankolms and to debarrankolms and using the new both provided, with the provided of the second proposition of the second proposition of the second provided of the second provided of the second provided of the second provided provided to the second provided pr	Yes, Our special education program is to the beat in our area in SE CK. The satisfacting to protrigion in a weight of a statenty of the protrigion in a weight of the program is the satisfact of the program is the satisfact of the proportion is of the may and classroom or certificate, so they went their students have.	No. We have a large, low-socio economi- population with generational powerly and familial disabilities.	Educational lasting scores, adaptive behavior scores, observation, educations profestrances, passer information, bacterior information, bacterior information, advantage information, West innove has adding the correlative production and indices, which is different that what is currently in the IEP model.	Each IEP and documentation was pulsed and floroughly reviewed with the assessment checklish and the palatons which by the site bases. We want to be a second of the control of the control of the well do in the flow. We had good discussion about the lever of salveet that should be lawly the bear in a self contained classroom. Observed on the bin in a self contained classroom.	Our economically disadventaged subgroup is dispropriated. As we are CEP disafter with and subgroup of the control of the contr	Persots participate in the IEP mandings and are well formed and well areas of their activities and well areas of their activities about the season. They are part of the section making learn who recommends the adversaria	I don't think we need further assistance of this time as we have assistance of this time as we have the control of the control
Chouse au-Masile Public Schools	Abunding assessments busing includes. Critical for Abunding Assessment Participation (CREST 19 in Pepper, and a busing on usually the culture Included 1.14% crowled by the State Dect takes clace armsalt.	No	No	Yes, we have a small overall startest population that increases the likelihood o exceeding the 1.0 percent threshold.	OAAP Checklist provided by the state if dept and well as the guidance document from	The disactor reviews all IEPs for shadents participating in the alternate insteament to ensure the latent sumpth resources provided by the state dept. In make these decisions on alternate assessments.		Parents are part of the lasm realing the decision based on critical provided by the state expt. b) make the decision based on state expt. b) make the decision by place a state expt. and the decision of the position cording you will be position cording an alternate diploma. They are invited to participate in all special education meetings related to decisions for their stateria.	We are utilizing the resources sociated to us provided by the state dept, but any additional resources would be accerciated.
Temple Wilson	All members given a copy of the Guidelines and agree 2.6 that statethe quality. All that administration gainty the GAAP have complete. The professional development training through OSDE-25% IEEE.		no No	year rund school with less than 70 statems 3-8. Yea, the district has a high percentage overall of special education students.	dialy work, ABA assessment, instruction needed, comer benchmarks Psychocolousilonal and psychological besting from qualified school psychomorphis and child psychologist.	Scores are audited in the fall to varify they need OAAP heating. All students qualify by using the Participation Criteria Checidat found in the IEP process.	NA Then is no discrepancy between the assessment participants, therefore no problem-solving actions are required.	IEP meating Through the IEP process and parentheacheronies.	guidelines * The district has the appropriate assessments.
Woodeed	The shiff has been belief to go over the offers 2.0 checklet and one OAAP Plantfood.	Vis. we have statistist who have dispression that several an OH citalogory, They as well have significant copies and activement of CHI of the STATE of CHI o	Our district has a shelter that houses students with significant delays.	no	The laure uses correct assessments to determine OAAP etibility.	We book errusily at the students on an CAAP. The checklet and shrices are used.	We don't have bross discressancies.	The power is given the CAAP brockers. Since he was lawn in effect, parent as regarded to the power of the pow	If The rubnic and the checkfalst are helpful in determining the students of needs. Trainings are always heleful.
2.4% is our percentage Cherokee Public Schools Assessments	As a special education department, we routinely look and consister the OAMP participation guidelines found that of certain the CAMP participation guidelines found that the CAMP participation guidelines found that the CAMP participation guidelines are designed to consist each other fluid correct years of data as well as consist each other fluid-study as a fast, mainly gover they may be stricted of standards for the OAMP, which includes of OAMP but not fluid the fluid consistent fluid caption of the caption of th		Chembase Schools does not provide a targeted program that would contribute to a higher enrollment of students with the most significant cognitive disabilities however, them are only 3 schools in our outry of rural WW Childrens. Chembase Schools has a solid positive reputation in it's Spocial Education Department well known in this part of the state. That is a claser for many families.	Yes; our total student population is 384 this year. PK-12.	Cognitive scores combined with Adaptive scores; The Criteria Checitis; Catagorica: Placament is also a definite consideration	Our Special Education Team of 3-one elementary, one just highlysed director, and one high school register in highlysed director, and one high school register includes both in collimited to whether there are any carbon QuAP school and all levels. That treate includes bot in not limited to whether there are any changes or progress after word with the current placement of CAAP, slong with whether there is any if we not further pulsace to that might change the unattacked in the might change the unattacked on in the CAAP.	No discroportionalities exist at Charokee Schools.	Discussions of both are topics at the student's arrust meeting each year. All 8th grade IEP/Re-evol meetings include the high school specified elocution teacher in order to discusse at length all aspects of the alternate	h Possibly provide an increased number of qualified professionals to provide up to date testing fees of chance to rural school avalents.
Smahelle The Academy of Seminole	EF hears are shrown by subsection of any part of the present of desiration sets of the present of desiration sets of the part of the present of desiration sets of the part of	No No	No -Moved in- pareria have moved into the district for emissional surross activation of the district for emissional surross and the state of the district set of the d	Yes Yes, Our eventl population is 219.	Academic and theneyy related assessments used to measure present levels and morther occurses. Comprehensive synthesized less stell by school psychologial, observations in negarios to adaptive behaviors.	IEPs and testing are reviewed by our psychologist, Dr Jose Hernandez The team for each student on an IEP reviews the initial assessments for elimibility as well as current.		Our dishirt discusses the student's attends to the control of the	NIA.
Aline Clao Public Schools	The appeal education has her of second completes the CLU testing coordinate intering sersually. The team made the Clusters seaton deficient of studies with the country of	is is in the second of the sec	No, we do not have any largested programs for students with the most storational coordinate disabilities.	Ves, our current overall testing population for grades 3-8 and 11 is 62 students. Or overall district errollment is 110.	The team considers the initial assessments for eligibility as well as our assessments and the checkled for assessing shidness with disabilities on alternate assessments.	assessments and the checklist for assessing substantial will be discussed in soft the Michaelition on Annexia assessments such definition of students with the most Dilations satis definition of students with the most supplicant coppitive and students was sessioned and other students assessments and other students assessments and other students are students. The students will be an extraort with the most applicant comprise and students with the most applicant comprise and students will be assessment as the students and students are students and students are students and students are students and students are students and students and students are students and students are students. The students should be a students and students are students and students are students and students are students.		The parents and guardians are part of the IEP beam and are active members in the doctation for the student to participate or nor doctation from the student to participate or nor participate in the review of comert and previous dails, academic progress, current adaptive behaviors, and answering the content of the CAMP. They also receive the parent for CAMP in the IEP meeting arrangle.	A list of cognitive and adaptive assessments that can be utilized with romental or minimally verbal added in would be a very help resource.
Prae Public Schools	1.40% Professional Development Days and Team Meetings	No	No	Yes, We are a rural school with a total population of under 300 students.	Criteria Checklist	Yearly Reviews by IEP Team	White, because we are 95% white race district.	Through the IEP process.	At this time, the District has everything needed from the SDE to perform these alternate soccessments.
Measure	The criteria checidat for assessing shadent with classifiles was distributed to all educations shall find have a distributed with consideration of shall not expected to lake the CAPA. All of the shall members expected to lake the CAPA. All of the shall members checked And the wask passed, the period education checked And the wask passed, the period education director met with the shall members to discuss the criteria and of the shadester may calcium. EP learn and the shadester may calcium. EP learn 2.72% decliners were made on white shadester.		NO.	Yes. We are a small school district with a district states to population of 650. We are a fifth 1 school with a large population of adulations that are members of love-income households.	The Criteria Checklet for Assessing a Students With Disabilities. The IEP team reviewed medical diagnosis documents as and educational data related to each student.	During each individual students IEP meetings, the chart is swiewed by learn members along with the CAAP Criteria Checklist for Assessing Students with Disabilities.	There is no disproportion batesen participants taking the greatel assessment and the alternate assessment was are in a predominately towncommunity and have a small-school student occurrently and have a small-school student	answers any questions that they may have regarding OAAP information. They also are educated regarding earning an alternate dioloma once they are in high school.	No new materials and/or resources are needed. The checidal provided is an efficient foil or ensuring students are being assessed using the appropriate assessment.
Ms. and Public Schools	Our teachers were trained on Dynamic Learning Maps Abrendine Assessment System. Teachers also participate in Professional Learning Communities when we go over the Guidance Malice for Considering 2.25%. Eliability for CAAP Participation.	w No	In our area, we have many families who have moved into our district because of the quality of our special estudion program. We also have many who have tried to transfer in, but we are at cases/h.	No, however we are a high poverty district with students who require a lot of wrap, around services.		chid's IEP and testing accommodators. We also have been doing an internal audit of files each month.		Parenta are informed during their child's armsal IEP review.	Nothing at this time. I feel like we have the appropriate protocols and procedures in place.
Locust Grove	All team members use the participation criteria checkling the street of the street of teating.	it No	No	The total number of tested students is 576 not counting the QAAP	The IEP beam uses the criteria checklist when determining if the student should take the CAAP.	Each student is evaluated to determine if the OAAP requirements are still being met. Some students have shown growth and have been removed from the OAAP.	I am not able to find disproportionality at this time.	The IEP team discusses in the meeting if the student qualifies for the CAAP that the student will be on the alternate pathway earning an alternate diploma.	e I am unsure at this time of any assistance needed.
						We have school psychologists review students place on GNAP and district staff have morely check in set of the control of the c	1		

Subgroups of white and African American students are the same with 3 and 3. Hispanic subgroup is lowest with 1.

Hisbart school district has a low-scrio-economic shallow account in the subgroup of the student school district has a low-scrio-economic shallow account in the subgroup of the student school school account in the subgroup of the student school school account in the subgroup of the sub

Hobert Public Schools	All team members have watched the OAAP participatio 2.01% PD	n No.	No	Yes, the current district total for testing population is 337 students.	Participation checkfat, ABES, Cognitive Reademic assessments, any information form a psychologist and or previous information from the IEP, as we as IEP team member data.	Student's that participate in the alternative assessment have their IEP's reviewed every year with the check list. All data and evaluations, bearing observations, parent observational interview are all used to ensure all that the the students meet the criteria for OAAP bearing.	Hobart school district his a low-socio-economic student population. The students from this of population have higher chances of being more severe and profound.	All parents are talked to during the IEP meetings and throughout the year regarding alternative assessment. Parents also receive the state mandated paperwork for OAAP participation at every IEP meeting.	Professional Developments on eliability
******	I have had training before and have signed up for more 2.00% training soon.			Yes, small student occulation		We meet at least once a year to determine if they continue to need alternate assessment qualifications.	almost constant guidance and support: continue to	The parents attend at least yearly meetings so they are part of the decision making	I follow the state website cuidance.
Teohona	2 00% bairins soon. The debricd confersably pervises training to the Opecula Education safely, Building and Dishet I feet Conditionation on evaluating potential students for the CAMP with in depth multiples on the Coltest Consciously and efficiently apply the exemption on how to accountly used efficiently apply the control of the Coltest Control of Control of the Coltest Control of Cont		No	Yes, small student occulation	as seasonements		defarmine assessment needs.		I follow the state website outdance.
Muldrow Public Schools	tamily community supports will be life-long requirement in repeative for consistent placement across the 1.56% district.	No	No	No	The student IEPMEEGS, Criteria Checklist and OSDE SPED Handbook	IEP baren regulady review data to determine if audents meet the criteria for albemative seases-menta and those decisions are consistent across grade levels.	No discreciency between subcroups were found.	They participate annually in IEP meetings and many informal communications throughout the year.	Annual updates or changes to criteria or propedures.
Frederick Public Schools	Al staff members have been toined with the OSDE's guidelines partising to making informed decisions partising to students and the choice of OAAP basing. The critical exhibitions followed and adaptive behavior 1.5 secre	Yes, distict uses the criteria checklist.	We are the county seal and the hab in our county for their in the areas of needs Our dissist is known to work, wat with special needs students and families. We have a food bank in Frederick as well as a mon-port cauble Operation Care that works with our achool and community to make the county of the community to make the county of the state of the most needy families within the county and those a that are truly struggling the county and those that are truly struggling		Adaptive behavior deficits (acons), oppilive/indirectual scores, classroom functioning and betaler observations, as well as physicien's documentation are all soccess bodied at when realing a success bodied at when realing a success bodied at when realing a success bodied at when realing as decision concerning placing a sudderf on the afternative assessment.	Each year school stiff members (edmin and spec- educ stiff) meet to discuss sean-child individually and whiteher that child has shown significate growth or if the learn believes that the subset continues to qualify or alternative seating. During the IEP revesting this is safe discussed and the chardlast is boiled at again.	Our district is placing students based on student need and not bessed upon their most or ethnicity. Frederick should continue to identify students besed on the cultima checklist placines (student need) as well as been appearened.	The checkist as well as current levels are reviewed yearly and OAAP is discussed. Long term implications are also addressed and skill members make sure persent are assers and help plan post-graduate goals for students.	OSDE has been helpful in guiding us through the CAAP process. Thank you also for helping us all transition through the alternative diploma process.
Panama Public School 2.56 %	Our district has participated in the CAAP-TN, Our district has participated in the CAAP-TN, The module highest our IEPP learns to reside discissors also Life buildance on the CAAP serficitation.	Yes, the steedarts who quality for CAAP perforation with one of hose categories also intellectual county abilities below 70.	Until this school year we were part of a co-op. This school year we implemented file skills classecoms on our campos with the good of inlegating our GAAP or the good of inlegating our GAAP or the good of inlegating our GAAP or the good of inlegating our chart of the good of inlegating our chart of the good of the good on the production when applicable. We have produced move introduction devices and the compact year and we accepted one branched this year and we accepted one branched the year and we accepted one branched to be capacity of the classroom. This new errollment numbers.	if h Yes, our total leating population is only 390 shuderts.	Adaptive Behavior assessments and shelle-clusif Coordive assessments	Due to being a small district, we are able to serve our most sowns students in a file skills classroom and most sowns students in a file skills classroom and most as a known analytic obscure classroom for participation. Each student's amessments and participation. Each student's amessments and participation in evinewed to justify the lense of CAAP contribution.	White and most resid with white one the west	Parents are included in the OAAP decision making process annually by attending their child's IEP meeting. We discuss the otheris to qualify for OAAP participation and the reflection of an alternate diploma due to this decision.	
Chickasha	10.18 Staff meetings	No	no	No	Cognitive Evaluation, Medical Reports, Teacher Input, Parent Input	They are monitored yearly by the IEP case manager and the special education coordinator	make sure that no one group is being placed above another.	We look at the briefings with them regarding both items.	Continued guidance that will assist us in the decision making process
Shady Crove	The Criteria Checklist was used to evaluate all students 1.47% for an alternate assessment, by the committee. Teachers consoleted an OAAP training webing during	No	No	Yes, Shady Grove School is a single site elementary district with only 65 students arades 3-8 participating in the OSTP.	We reviewed data from the student information system, the child count list of information system, the child count list of in list of possible students meeting the criteria before making a determination.	The single student is currently in sixth grade and has certicioated in the OAAP each year.	Our limited number of student participants do not provide a sample size that can be subgrouped with any validity.		The Criteria Checklist provides the information necessary for participant determinations.
Chelses Public Schools	Teachers completed an OAAP training subsiser during the 2-22 shorted year. All team also met to create public and the subsiser of the subsiser of the subsiser Internation owe provided to seachers in regards to the Alternatio assessment and the new alternate diploma 1.20 cachefures.	No.	No.	Yes. Our district student population is accrossimately 875 students.	The team reviews eligibility evaluation components and academic progress will standards.	The rubrics provided by the State Department were correlated for all students who may be QAAP elicible		discussed with the parents.	None at this time. The rubrics were very helpful.
Olaw Public Schools	The team utilizes the form and is used for our students 2.17% with the most severe needs.	no	We have a severe profound program in our district.	Yes we are a class A school.		or Arrual IEP meeting. The beam meets to discuss needs of students in our small district.	There is not one ethnicity that is utilizing this curriculum more than another.	The parents and teachers have a close netallorantly since this is such a small distinct. We tak with the parents every day at pickup, and as able to have conversations that may be harder to have at larger districts.	
Union City Schools 180-190	Special Education teachers have been trained on the checklast frecupl materials provided, and guide the convensations with the IEP learn regarding the criteria and selection of the CAAP for students.	No	The overall district population limbs the CAAP target group to one student. Historically, we will have more than one student who meets the criteria for the CAAP assessment.	see above	Cognitive/Achievement assessments, classecom performance benchmarks, regression data after breaks, and formative assessments, progress moreloing.	Evaluate and discuss goals defining modified or alternate curriculum standards, discussion with parents during the IEP, observations from teachers working the students on progress monitoring.	Each student varies in ethnicity and gender.	During the annual IEP meeting, the special education bacher addresses the criteria and long-arm goals of the student essating in an alternate diploma that aligns with the alternate standards delivered as instruction.	None at this time. Loss a new or our wazaems could do well with anternate test but because they don't meet all requirements, buy don't qualify and
Vances Harna Public Schroda	The IEP sam members have used the policy and procedures hardhook, web trainings provided by OSDI 05217 and 65 Plan and uses the checklet. All members of the OPPO 11% professional 3.30% development yearly.	E No.	No.	Yes, our district has a total population of 70 students.	IQ Scores, intelligence assessments, cognitive assessment	A morting of the beginning of the year is bed in segrets to distinction enrolled their condition to CAMP to discuss changes and progress see are CAMP to discuss changes and progress see are to change for the self-to-discuss contracts to qualified or not qualify for the CAMP. An entering in beta degan- dation Continuous best and are sourced to be objecting of the contract of the contract of the contract of the Progress reports are reviewed as well as efficiently are with the SPEPD based to observe the with with the SPEPD based to observe the with with the SPEPD based to observe the with contract would still qualify for alternative assessment.	We have a high number of students being raised by other lensly members and not so much first control to the second first being control to the second first being control to the second first to the second first being control to the second first b	These decision are made during the IEP meeting annuals. The parent are informed during the yearly IPE meeting and given dealer as to skyr their child is participating in the alternative assessment.	because beydon't need all requirements, by continquelly and have to take the same text as wayners else. This is offer and unjust to our special education are significantly above parts level in reading and few as teating been to see if they understand the connect, then all the text need to be. No additional assistance is needed.
Garber	Team members are assess of the guidelines, the orbinic 2.76 checkful and how those decisions are made. All members of the IEP have been informed, and training the team of the UAEP water-information and training the team of the UAEP and information to the sea of the UAEP and information to the sea of the UAEP and information to the sea.	No	Yea, our datrict has a self-contained, abternative curriculum program for the more sewere students.	Yes, we have a small school district. Yes, Our eventl stackert teading population is 20, both errollment is 486 september 30, 450 septemb	Assessments, district und state assessments as well as controlam assisirmentaliassessments We use copplies and academic evaluation, adaptive bankovic assessment white the complete and academic evaluation, adaptive bankovic assessment Control for Assession.	IEPs are looked over and discossed at least annually in decision making by the director and fears. I. IEPs are audited yearly to review qualification for confected participation in the attention assessment.	Our students with a diagnosis of Autism have the largest discrepancy between participants of genera assessment and the alternate assessment. I hypothesize that students with significant needs dua	This information is discussed with payerwork offered to parent describing the program and alternate disciona. Previous we informed of and play an active note in the determination of placement on admirate disciplination of the information of any play an active note in the determination of placement on assertment as seasons. They receive the information during the annual EP meeting or actively the annual EP meeting or actively season enough plate in the actively season.	Information I feet like SDE has provided necessity information for this process. Maybe providing a "quick"
Snyder Public School District	All members of the IEP have been informed and trains on the use of the CAAP principation golds with the ORConnect training models. We review the Criteria 1.36 Checklist for each student to determine eligibility.	No	No	leading population increases the likelihoo of exceeding the 1.0 threshold.	d Students with Disabilities on Alternate Assessments	IEP's are audited yearly to review qualification for continued perficipation in the alternate assessment.	ros arcides timpy claims assured to the com- respond to the general assessment besting materials.	duting a Subsequent meeting later in the school year. The Checklist for Alternate Assessment is discussed at IEP meetings yearly, and parent input is sought. Additionally, when additional issuessments are needed for	the attention assessment lated in one place?
Oliahoma Corractions Academy	Coundaries receive the CAAP Peword Brockness servally and the Collect Checkles to discoused at each FIP meeting System discustation detacts the evidence of Checkles Checkles and Determining Market county March 1996. Checkles are Determining Market county March 1996. Checkles are determined to the checkles of the collection of the checkles of the ch	No	Our enrollment is open to any student that nesides within the state of Obtahomot not within a certain geographic distict, which means we have a less-controlled errollment pool.	i, No	Evaluation team reports - Benchmark assessment data- Diagnosic assessments - Speach and Language assessments - Ellip qualibylactivas progress data- Transillon assessment data- Adaptiva width checklata/inventories - Sensory and/or mobit assessments	Critesia Checklist and Guidance Rubric are used during special education lead-hard of Albertaline). BEPs for STs who qualify for Albertaline Assessment.	The Male subgroup has the largest discrepancy. The hypothesis formed is since we have a less- controlled enrollment pool this discrepancy may not be within our control. Our problem-solving action is to review all mad alwassessed \$15 is information to ensure they are appropriately placed and to continue diligently using the criteria checidat and native during \$EP investings, when placing all subdents being considered for all assessment.	eligibility, or continuation of eligibility, the needed assessment components are	None
Colcord	-	No			The team looks at cognitive evaluations, adaptive behavior evaluations, current accidents achieves and valuations. Yes, we work with all of our students for that included meets so they have move	We have cornerly just believe on ensuring us have corner cognitive, and depths substitution are senset across. LEP sterms fill out by Albertelle Assessment across. LEP sterms fill out by Albertelle Assessment Participation. Chefact Londels's together to determine who OSTP or OAAP is the most appropriate test for a student.	The sub-group with the largest discrepancy was American Indian with a risk ratio of 3-3%. Other sub-group with risk ratios of 3-3%. Other sub-group with risk ratios above 2-5% were corronnically disadverlagged and miles students. When looking at sub-group discrepancies, it is discussed to the sub-group discrepancies and of year assessment based on individual students needs and not on the sub-group twy are a part of.		
Holly Creek Elementary Wagener Public Schools	We had a training over all the OAAP regulations. We as 3.31% for determine 17 Pepper Modules on OAAP Participation	No no	Yes, we have a program where we work individually with our students. Students move in:	Yes.		d w Check all components of the eligibility criteria and discuss in our meetings. Goal Progress Monitoring, Yearly IEP Assessments, Disability Category	None. None. None Our Severe and Profound population is growing in our district because of students moving in.	Discussed in the IEP meetings with each of our parents. Discussions periodically with parents and also during the annual IEP meeting.	The guidelines to determine the accrodishs assessments. Not sure. We are using the appropriate evaluations for our students.
		Vox, during the IEP researings, the IEP hear reviewed each shadder's date are of male the reviewed each shadder's date are of male the	Normer Paldo Sociolo has a seminar con localization for the season has a seminar con boundaries. As more of business and boundaries. As more of business to the control of the control of the control of the control of the control of		Results of footbolds Copprise Ability Test Assessment from the behavior thin Assessment from the second property of the control of the Results of footbolds and group- fless and the control of the control of the control flowards of district selection of the control of the Results of district selection of the control of flowards of district selection of the control of Li jurgoup assessments of applicability of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the Control of the control of the control of the Control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of	•		The laws were the clinical distribute distri	
Norman Public Schools	Administrators were trained in administrative staff meetings. The also level IEP teachers were trained in a 1.62% separate training.	nviswore each success is used after mane that decision that the student qualified based on the criteria from the CAAP checklist nather than a category of eligibility.	our councients, the number of solutions qualifying for CAAP is affected and fluctuates often based on enrollments and discharges	no	and older unless State policy or the IEP team determines a younger age is appropriate.	OAAP student spreadsheefs are compiled through the information provided by EDPLAN. Special Servicias requires case managers to startin a checklist for each student flut outlines their assessment. OAAP enthst checklists are submitted to Special Services.	The beam uses the criteria checklist during the IEP meeting		Continued technical assistance.
Fort Gilson Public Schools	Teachers who have students who are considered for OAAP basting review the assessments from the school psychologist and two half the opportunity to meet with 1.55% her to discuss current scores and processes.	No	Yes, our school system is known for providing a unique special education program with access to perspectisationals for our more severe students. We have a specialized 6th - 12th grade program for Life Skills and Transition.	Yes, our 5th grade OAAP group is 3.25% of the 5th grade population and our 8th grade group is 3.07% of our 8th grade population.	Cognitive and Adaptive Behavior is assessments correpined by the school psychologist, the QAAP checidist, IEP team discussion and current curriculum/goals.	Statents who participate in the alternate assessment are reviewed for progress on goalst-bijectives, the need to continue an alternate curriculum, updated cognitive and adaptive behavior assessments, as needed, IEP fearn discussion, and updated QAAP checklists yearly.	Students in the large subgroups have had cognitive and adaptive behavior evaluations. They are all residents of our community and meet the guidelines for CAAP. We will confirm to serve three students as appropriate and evaluated their need for CAAP testing yearly.	This has been a new procedure this year do the new attential diphona guidelina. Parents were notified and given the printed material produced by the state department regarding the alternate diphona. We also went over any changes that needed to occur with the projected occurse to include the Carver Readiness classes. We will confidure this process.	N/A
Spire	All EP Issen memban have completed the CAAP 1% Professional Development Module. EP plane number who has not for determining eighbilly for CAAP 1804 periloguist.	NO NO	Yes, our district offers self contained specifie etcusion classes to meet the needs of students with significat cognitive and or physical disabilities.		eligibility for determining students who we perticipate in the alternate assessment.	scores to determine participation.	There is no disproportionality indicated by gender, race or other subgroups.	implications associated with earning an alternate diploma during the IEP meeting.	progress.
Lone Star Public Schools	All Special Education stuff has completed the CAAP 15 Professional Development and understand the guidelines for assessing students with disabilities to 1.02% ensure they are taking the correct State Assessment.	No	No	Yes, our testing population is smaller that onevious wears.	Psychological Evaluation, MEEGS, RED, in and Benchmark testing as well as other methods used in the classroom.	Review each student per year to determine if they are able to participate in the OSTP instead of the CAAP is a child is programing at sale similar to their peers depending on their disability, IE: Aufsen, Visual Impairment	If this were the case, we would break down all components of leating, however, we are a small Pn K-8th grade school that is aurounded by other schools.	s- Per student's annual IEP, progress notes, weeklyldaily recorts decending on student	None, we are closely monitoring our students on CIAAP and doing our due diligence as educations to ensure our students are taking the test most acorporiate for them.

Sweetwater	The special education director has professional development aimed all professional development aimed all EP has of Sec before for determine 1.67 Albertude Assessment.	berried DAUP guidelines. Ir has informed the g slightlily for the no. r/s	no	Yes, We have a total enrollment Pre-K 12th of 108 statests, with only 60 formulated out, compared to our numb formulated out, compared to our numb of shadersh in the testing population, we are allowed 0 students to qualify for CAAP without going over our 1% participation rate.	The team takes into consideration each students, psychodicational evolution including (to score, adaptive assessment including (to score, adaptive assessment of the students) and the students of the students out the students out the students out the students of the students out the stu	Early year, the learn meets to update the student's IEP. At this time, it is discussed whether the student it, continues to coally to bide the CAAP assessment.	We will continue to audit the file of those students who have qualified to be assessed through ademarks assessments. The terms will continue added by the OSE (septimens) requiring subsent to participate in CAAP assessments.	Each year, the team meets to update the student's IEP. At this time, it is discussed whether the student confines to qualify to a take the OAAP cetters discussed and discuss the OAAP cetters checkles.	The LEA has appropriate assessments in place for the identification of students who qualify a for the QAAP assessments.
Edmond Public Schools	EP haves ables to ELMOAAP In 1.50% assess mobiles for ELMOAAP Is	CF to 200 shareh districteds black of the CF o	Set appears to confinement of services a supports to meet students reads. The state are elementered to confine the students are discovered to confine the students are classificated in the students and the students are classificated in the students are significant corplive disabilities. A students are confined to the students are conf	nd No, our overall stadent population is award 25:550 stadents with our specia education population being award 3,65 ed stadents. We are confirming to see an increase in stadents on IEP's moving to Cettoroid and being suferred for evaluation.	Outside of data used to complete the Chrisis Checklett. EP learn consider to 1 student's time in the general describer 10 and exposure to grade level students and curriculant. The subsert's graduator plan, such as Alternáhv Debrens, are considered in determining skigbilly for OAAP.	a Dishict special education staff monitor IEPs to ensure that for subscrib skelp the CNAP at IEP goals have stakedes with companies of MO, ID, or Autism that are taked the CNAP.	Based upon our overall distinct demographics, that close not appear to be any subgroup distorations or dispear to be any subgroup distorations the telegraphic distoration of the distinct and the distinct and subsessment of the largest discrepancy and be between participation of the distinct, with the large 4d distinct will such with school psychologists and close the distinct will such with school psychologists and on the distinct will be distincted and considering these areas in the distinct will be distincted and considering these areas in the distinct will be distincted and considering and continuous to brain school also performed year continuous to brain school also performed year continuous to brain school also performed and continuous to brain school also MTSS issums as well.		
Shaet	All sum members have been feller interaction on the Chaine Chesidal Sheders with Daublides on Alleman Sheders with Daublides on Alleman graces over the checkled and discusses each quantities before making performance of the chainer	net and had Assessments. Assess	No	Yes, we are a small school district with students being leated. The small numb of student being leated means that we over the 1.0 percent.	26 er ree Quidance Rubric, test scores, student performence, team decision			Parents are always a part of the basin. The team newless and discusses such than it in the control of the CAAP Parents are always in the meeting when newlessing the checkfall and making a teap interest and the control of the contro	
Tamehil Public School	All members have knowledge of the decase it during the armsel EP me 1.49 were to second any quantifications.	checklist and we ling. We also make to the third way. No	No.	Yes. We are a small runs school, PK-8 grade. Our total number of smoothed students in 150 so just having 1 student participate in OAAP puts us over the 1.0%.	We look at teacher observations, Star	It is the serie process that we use for all of our IEPs. We make use that we are following the needed components for each disability category, use the district monitoring tool that is provided by the state department, and utilize "The Chiefs Chuckfast for oll Assessing Students with Disabilities on Alternate Assessments.			
Indianola	Staff have been informed of The C Assessing Stadents with Chashifeen consulter, Ch. Kajin Coopf from C 3.15% working through the process as well	eria Checkisis for on Alternate Ves. Our team uses The Criterio Checking ACC, and alse is Alternate Assessment's to disturrine is student needs on alternate last.	Midst for in the No, but our district in the only school is our sees for more rand residents.	Yee, see currently have an enrollment of 276.	Work samples, formal testing, observations, medical information, parer and learn member legat, cubids professional injut, shall and federal cubidshall.	f Meet as a learn to discoss the state and forderal galdelines, work samples, formal leading, observations, medical information and learn inost.	The subgroup in our district that has the largest discrepancy between participant of the general assessment and all alleminal assessment are assessment are all alleminal assessment are discrepancy of the second o	During the annual IEP meeting, powerlajourations are informed of the new alternate options and we decouse as a learn if the solution should take the CAAP examination a wealth review.	We can insplement qualer the resources and OAAP checkles/guidance provided by SDE.
Taloga Public Schools	505 Walsola, Triang leta, Pappe 4.00% halpins	nglid Planj and No	No	Yea	broaffectual ability (PQ), adoptive behavior	The IEP have and special education discuss at soldier to a plantid achievement. We have to a soldier to a plantid achievement with his law in a soldier to a plantid achievement and the soldier to the plantid achievement and the soldier to the soldier to the property in the general educational curriculum.		We meet and discose each year during our arms all Pr, search such or conferences are families. Or fernification and the search of the search o	The statefacts but are connectly stating the CAAP was all conflicted as 10 and the Statish was used for formation of the Statish was used for the Statish was used for the Statish was used for the Statish was considered as the Statish was a convert and could not be used as convert and could not be used as convert and could not be used to statish was a convert and could not be used to statish which was a convert and could not be used to statish which was a convert and from the Statish was a converted to
	We have before one subset graphed per performance and agencies deciding the performance and agencies deciding the subset graphes and performance and performan	ogaine, instantion using the property of the control of the contro	Receive of for fill hairy white a fee raise from Laken and gal rooms statemen with register assistants. It is a second to the control of the	, out		For the last face, years, that I have been the direction, have given the direction of the control of the contro	From the discouranties contained it appears that has adoptived that it again discouranties are appeared to the second of the sec		I sendel the use to be able to run.
Lawton Public Schools	Scicotra measure for an oppose of a 1.09% Scores. Director uses PD at the beginning of the checklist and the rubit to use at	school to an ower	Bristow continues to see an increase class sizes of more sevene students over the last several years with more severe cases of disabilities. With the	We are very well known for a good in Special Education program and have to a lot of move ins this year with more	ad	se, the PO and the agains alwards to the LEAL brany in Ediffrin straker the Constitiones stab. The Constitution of the Constitution of the Collection Constitution for the Collection of the Collection Constitution for displicitly of the Albertadia Assessment.			
Brislow Lindsay Public Schools		scores that were not followed in the or products speed on) have completed mer module. of yearly speed to determine the speed of the product when determine years when determine weakspeciated.				Assessment. The sped director is invited to all EP meetings what to CAAP determination is probable. The EP have neviews each then on the criteria checidat and makes a decision with the input from Issum members.			
Tutše Public Schools	0.0116 Besinning of year Special Education	Teacher Trising no	Yes, we are know for our Life Skills program, then/fore people choose to move into the distinct to be a part of the procureer.	u No	CRITERIA CHECKLIST FOR ASSESSING STUDENTS WITH DISABILITIES ON ALTERNATE ASSESSMENTS, parentisacher reports, provious GAAP assessments, propicmettic basing, related a services testino. stc.				
Alax Public Schools	All team members have reviewed th 2. The decision is based on a case by	criteria checklist. case basis. no	no	Yes, we have 148 students perticipating OSTP this school year.	in IEP and MEEGS	They are reviewed yearly during the IEP review. The team reviews the student's adaptive and cognitive abilities to make a determination.			
Perkins-Truen	The latern goes over the checkful to choosing the appropriate assessame 1 503 students on an IEP.	erricane that we are greater for all No	No	No	Psycho-Educational histing, medical discresses. Criteria Checkful	Teacher of record, director of special services, and related service providers review and discuss the IEP	Economically disadvarlaged, My hypothesis for the shart most of our students who participate in the alternative assessment are also on disability which qualifies them as economically disadvarlaged, and additionable of the students of the seconomical disadvarlaged. This population of students reach government assistance to offset costs associated with their discrosses.	During the student's IEP meeting, the parents are asked for input on the Citeria Chackist and see informed of the implications of the alternate disjonan. They are also provided with resources for service bevord high school.	a None
Tyrona Public Schools	Projected data for school skell for for bounding & March 185. The skell for my participated in the multicast participated in the multicast can CAMP 30% best sentences for their desication. The skell is sequenced for their desication. The skell is sequenced for desiration and CAMP and their desiration	with their CLM several by the SPED viscosity of the SPED viscosi	t have on that the support this at this time. No data to support this at this time.	Yes, Tyson School Dialect has 219 students in the dialect.	School Psychometrist uses a variety of assessment. WPPSL WISC. W. J.V., ABES_DPS_8ASC_and observations Speech Pulhologist uses a variety of assessments be used speech readed with students in the school distinct.	The multidisciplinary frame mental to invite a season service. We clies, supplies believely, observations, backer input, and pewel input.	When reviewing the subgroups, the discrepanised prices above their dissects perfoliografing in CAAP found show that dissects perfoliografing in CAAP found shows that six in the year of grown concern. The activity of their proper is actived district proper six performances and their showers as actived district proper six performances and their perf	Prevolatiguardians are informed annually at their student's IEP prevolety. This section is neviewed and discussed why their student meets coffered and the others seed to be student by the student and their seed of the student and their seed as students are in graduals 50%-120 and quality for CADAT, amending in ladel with the prevolution of their seed of school to discuss the schedule and classes for the year to meet the ordering to graduate.	Due to the location of our school district, our resources are limited. If there was a way to low OT services and position mental health services and position mental health was could have access to that resold we could have access to that resold to ecoselffictive to the district, that we could have access to that the sound with the property of the country of the district. The country of the district that we could provide to our statuters.
Hartshome Public School	student with disabilities on alternate addressed on an instributious bases to be distantined if a student meets the assessment. Team reviews IEP, as 1.96% schedules.	novexaments are all beinn members riteria for atternate esements and no	no	Yes. We have only 357 tested students		IEP's are reviewed when a new student enters our district six well as yearly IEP meetings. District administration, special ed teachers and parents collaborate on each IEP.	No particular subgroups shows a discrepancy as those who are assessed on the OAAP spen from 3rd to 11th oracle.	Annual IEP meetings, progress in classroor and daily activities.	n none
Bertleaville Public School - ISD30	50 while is not over 1.5 of the All members are NTE trained, and the state of the s	no	Barta-ville has three group bones shalles placements, focusing or shalles placements, focusing or shall be shalles and shall be shall Mary of these shadesta required immediate updated beating due to previous home placements.	No.	Each learn uses the students' MEEQS data, progress reports, orgoing guide level participation, CAAP handbook, otheria checklist for assessing students with disabilities on attendar consessioners and parent and leacher input to determin the student's atternate assessment besting.	 assessmerf. These meetings include studently parent e future plans and goals, Special education director or assistant director attends meetings and reviews paperwork. 	interprinative and accurate	Parents are a part of each team meeting, ghies fredtherk about future plans and current polis. The parent is given progress monitoring updates and is encouraged to give feedback during the year.	none at this time
Leedev Public Schools	We use the State Department's che 2% meeting to decide. We underwent a comprehensive re-		no	Yes: our PreK-12 grade enrollment is 207		Our administrator and Special Education teacher look at the information.		This is done at annual IEP meeting	We use resources provided by SDE through Edolan. The SDE has done a great job of providing us with information regarding these decisions. They
Jennings	We underwerf a comprehensive or QAAP placement during the 2233 made changes based on what we h 2.50% confident that all students are identifi-	chool year. We	No	Yes, Our student population is 265 students overall.		Each year, our SPED director utilizes the CAAP checklist and necessuates student participation based on those criteria.		We discuss this in our serval IEP meetings with parents or quardiens.	regarding these decisions. They have helped answer our questions to make sure that students are placed properly.
Purcell Public Schools	0.2788; Purcell is +1% OAAP for checkfal with all criteria met, review a school year 2304	se of CAAP No, there are no students with the indi ny more-in-IEPs categories as their primary categories disability.	called of no	For the testing grades, the total errollment is 819 students.	Comisiention of cognitive, adaptive, communication scores. The need for educational supports throughout their school day. The OAAP checklist is used and all areas must be indicated to be eligible to take the CAAP.	Consideration of the evaluation results, the student's liEP services, the student's ability to perform in regular considercible classes and the student's gradies.	This district errollment of Hispanic students in higher than average; therefore, there is no endepropriorally of ethnic groups in the OAAP population.	Provided with the CAAP brochure/DLM; Alternate graduation guidelines are also recommended to be provided to parents.	It seems like Purcell is on target in regard to identification of the sporoprises students to participate in OAAP.

						evaluation team reports, benchmark assessment data, diagnostic assessment sauch until language	As a small district, the director and school psychologist are very active in the determination process for each student who is being considered for OAAP. As a practice, the school psychologist and OAAP. As a practice, the school psychologist and		Annually and as part of the IEP process, the IEP team, which includes the parent, reviews and discusses each question on the Chlerio Checklet for Assessing Studenta with liveshiftier on Alternata Assessments. The	1. Let like the middance mixer for
Byna Public Schools	0.80	In 2022/2024 all administrators and special education teachers and Director completed the OAAP training on % OSDE Connect.	No	No	No	assessment datı, diagnostic assessments, speech and language assessments, IEP goals and objectives act to OATECA Akits, formative academic and transition assessment data, edaptive academic and transition assessment data, edaptive akits inventiones, progress on forectional, daily birring akits, and tife akits, sersony and motor assessments and assistive bechnoloov evaluations	As a small district, the direction and school psychologista war graders in the determination process for each student who is being considered for process for each student who is being considered director of special services notive and each freedom of the school of the services should demonstration significant diskays in both and cognitive services of indicates of the meeting to ensure the services of indicates of the meeting to ensure the services of indicates of the meeting to ensure the COCK can appropriately lared the IEP same through the document for each student being considered for services on CAAP.		Arrusilly and as part of the IEP process, the IEP bears, which includes the parent, reviews and discusses each question on the Chiefot. Checklist for Assessing Students with the Chiefot of Assessing Students with the Chiefot of Assessing Students with the Assert and the Asser	considering eligibility but maybe more in depth with a larger differentiation on participating and not. I sometimes feel that younger students are harder to delemmine and as they get older it is easier to make the determination.
Commerce	1.90	Our sp. ed. Names are assess and into the Criteria Owedit and the Coulemen Roberts by year discontinue. If an authoritis have stalled for CHAP.	Yes. We used the Crisists Checklist for Assessing Students with Checklists in help as in our december to use the CAMP.	No.	Yes we are a new district.	We say on MEEGS data and expecially used in a constitution of the constitution with our actival executions with our actival executions with our actival executions with our activation.	We go the Sta Clinical Checkful for Assessing Studiest with Checkful for any Indicate as we distinct which can't be Chekful and States which can't be Chekf with	The adaptine pin our district with the largest incompanies to the companies of the content destricts of the companies of the	At each annual meeting we discuss and go over the state assessment section on the IEP and specificity op that the Criteria Checklat for Assessing Students with Destablishs section. At the secondary livest, we also decous the transfers nevices and meetings, which these us in deciding familiar meetings, which these us in deciding familiar sections.	I belove the Criteria Checidist for Assessing Dataters will Databilities with the Checidist of the Checidist consisting skelet eligibility for the ACM-It is great information from the March State of the Checidist reading the Seet decisions for salarmative assessments.
		Special education teachers have all recieved training in using the Criteria Checklist, and have been informed how to access the checklist. The special education	Yes. All yearly IEP mastings each student's individual meets, to include previous assessment dails, secondated by term membars when making the determination of whether or rot the student's should periodic whether or rot the student's should periodic whether or rot the student should periodic whether or rot the student should be should be SEP with microsawy supports and CETP with microsawy supports and commodification. The term also studies or the student should be supported to the student should be supported to supported to supported to supported to supported to supported suppor			evalusion team reporte, EP goal/bejoches progress data, adaptive skilb chroid/stirvertries, bendravite	IEP same use the Criteria Checidist for all (190%). Special discussion has been been as the size of the Special discussion has been trained in use the Criteria Checidist and was even with a belief mornism from the size of the size of the contraints have students and the posterting of proposition disregalisms of DAMP seating.	students assistant using the OAAP this school year. (17%), Cur legionals is that this side at the face! (17%), Cur legionals is that this side at the face! students in our district date to any proximity to the Comarche Notice Headquarters. We also noticed that the subgroup of students who were classified out to the size of the or students taking the OAAP assessment. We believe this as due to us swring FSSI and it being an Exceptional Family Member Program Star.	Parenta and gazadians are informed yearly at EP meetings. Each student's individual needs, to include previous seasonamed data are considered by Jame members and explained and discussed. The laws them meaks to feel the medical of leadings or makes the feel meetings of leadings or meetings or meeting	
Cache Public Schools	1.8% of students will participate CAAP assessments.	in director monitors those students and the percentage of population designated for QAAP testing. We have followed the procedures of the Criterion	guidance rubric for UAAP testing to determine if OAAP testing is appropriate.	no	no	assessment data, formative academic an transition assessment data.	of population designated for CIAAP testing. We review student performance and testing data to		assessment or participate in the OSTP with necessary supports and accommodators. Arrasally, parents are informed of student data as well as the Criterion Checklist negarding CAAP testing. The beam, including the parents, determines the most	None at this time.
Stratford Public Schools	1.05	checklist to determine the appropriate testing for all	No	Our district is part of a learning cooperative with Pauls Valley Schools.	Not that I'm aware of.	Cognitive, Academic and Adaptive assessments	ensure we are using accurate information when determining OAAP testing designation.	We have no subgroup that shows a discrepancy compared to the general assessment.	appropriate testing platform based on the data.	Nothing that I am aware of.
Perry		5 PD last year on how students qualify for QAAP.	No	No	Yea- we are a smaller school district with several families within the district who have a student that qualifies for the statement seasonment. Most of the students have been them since they were in Pref., others have moved in over the years due to families getting a job in the continuity.	OSDE Policies and Procedures We use the nubric provided by the OSDE hotestermine who mailfain for the	Staffing the statests who have been identified as qualifying for the CAAP assessment. Ensuring each year they continue to qualify. The id statestes who qualify for the AAP assessments, meet the criteria for the CAAP checklist and will definitely need life long support.	It is not believed to be a concern of over-qualifying stateds for CASA in our district. Early in our district. Early stateds the related to relate the criteria for alternative assessment, was satisfied and beare decision was made. These students at howe significant retailectual disabilities, negletes alternative acadeptive disabilities, negletes alternative acadeptive disabilities, negletes alternative like force gasperor. Criteria was bearing, support like force gasperor. Criteria was bendered and other the second production of the control	Information is given at each annual IEP meeting.	Do not dock districts for having more than 1% testing population when they cannot would it.
Oklahoma Virtual Charter Academy	2.48	Our school psychologist is required to be present at all meetings where OAAP participation is discussed. Our OAAP seachers have been trained on requirements and % qualifications for the OAAP program.	Yes. We utilize the rutric that was provided by the OSDE to determine who qualifies to participate in the QAAP	schooling to students all throughout. Okishorna, we have a higher number of special education students than a typical brick and mortar school.	No	alternative assessment. When looking at each student, we utilize their current psychological assessments to determine eligibility	long support. Upon revollment, our school psychologist reviews the stabeler's file and current evaluations to determine if the stabeler's file and current evaluations to determine if the stabeler questions and/or if the stabeler reveals additional assessments to determine skipfolishly. Stabelers participating in the sub-reveal assessment in the stabelers and the stabelers and assessment in the stabelers and the stabelers are stabelers and the stabelers and the stabelers are stabelers are stabelers are stabelers are stabelers and the stabelers are stabelers aready are stable are stabelers are stabelers are stabelers are sta	Odalkoma, which impacts the number of students we have who paticipate in the OAAP. A majority of our OAAP students come to us already identified as being eligible.	At each arrual IEP, the team discusses the student's eligibility for the CAAP and what that looks like for the student upon graduation.	Handouts for alternate diploms and what that means for students. What post secondary programs is choose do and do not accept the alternate diploma?
New Lima Public Schools	3.76	The special education baschers and directors have altereded professional development on the criteria checklist. The Add participation gaidedness is completed at the 15th meeting with the 15th learn, special defaults also also made director have completed in the 15th meeting with the 15th learn, special defaults also also and director have completed to the 15th and 15th	no	no	yea we only have 135 students in grades 3-8 and 11 curticipatino in state testino.	Assessments completed by School Psychometrial, classroom susessments, teacher and pseud report on EP galls are accommodations as well at the OAAP Participation Guide	goals and objectives for each area. The decision for the student to participate in the atternate assessment is attent decision that the parent school d administrator, special education teacher, special education director, and the co-op director all agree is	within any race, grade or gender. We strive to only classify students who truly need to take the CAAP in that category, each student is looked at individually	n Perents are involved in the process arrustly at the IEP meetins.	Continued support and training on the assessment options available online to view as needed.
Masterig Public Schools	1213% "This is a discussion from 1.35 from the 22-23 action year.	At the happing of the year Tablet Report of diseases meeting, financial Goodnice activitation and all values and diseases are to possibility of activities from the could be diseased from the country of	Von The IEB teams are still assessed to	The District does serve skeleste with more complex academic and functional classrooms. These classrooms after a share pand carbon shared when the product of	The District does not have a small consent state propulation. Our October 1 shall not special education population was a small or set of the state o	assaudamento presidental si nel versas evaluation en revitadion en revitadion. These evaluation en revitadion en r	Dies specially looks for those schoelers who score set besolvened or professel level in early waighed seas. The above of the professel level in early waighed seas. The above of the control of the current year. The Coordination meets with all special devication leaders to review the October Covelated for Assessments and neviews whole scarepins of statefacts who are supportablely placed using the alternata suscessment. When all names are submitted assessments and neviews whole scarepins of statefacts who are supporphisely placed using the alternata suscessment. When all names are submitted assessments are submitted assessments. The coordinative will confirm a statement assessments, the Coordinative will confirm a statement assessments and the confirmation and the statement assessments and the confirmation	behavior as a past of destermination, 3. Tearra are and considering newwheal for a vessional for a considering newwheal for a vession and for a considering newwheal for a vession and for a component to consider when determining alighbility and 5. General descendant beachers have been knowledge of developmental dispections for Et. Integrages acquisition everal global developmental larguages acquisition everal global developmental arguage acquisition everal global programment of the properties of the properties are proceedings. 2022 to consider the following action pairs 1. Meet Divestor of Federal Programs to discuss Et. procedures, 2. Review how Et. students are programs amontioned, 3. Resembla special deduction	Parents and guardians are an active part of each EP meeting to discuss the alternate assessment and postsecondary implications OSEC CAAP Parent blockness are discussed at the meetings. Making Public Schools also has a Parent Resource Night where perent have the opportunity to discuss Osecular Case and Case a	Is flow an updated Dynamic interest of the Control of the Control of the bothsha is give preven that include all as Ariemanton for the Worldood to Arieman of the Control of the Pavente Guidence Shiel?
Putnam City Schools		IEP Teams are assere of the OAAP criteria checkfast. Convend during the school year as well as at new teacher ancasters, When presented, each are of the % OAAP Criteria checkfal is discussed.		No	No	Primarily Student IQ and adaptive scores from secent evaluations. Student level classroom data and observations. Communication testing.	OHI category student files to be reviewed	QAAP in QSTP-(Asian 3.05% v 2.05%), (Two or more 15.25% v 14.25%), (Black 27.4 1% v 28.77%) 0.35% v 0.35%), (White 5.1.76% v 51.85%). Other groups have mirror discrepancies and effect similar percentages between QSTP and QAAP.	Discussed at the annual IEP meeting, OAAP Citeria Checklet in discussed as well as implications of standard vs attentive diploras. Perurat are provided a copy of the OAAP Brochure annually as well.	None
Denew Public School	1.8	All team members were given a state OAAP rubric to fill out and determine if student's meet the requirements. School staff participating were shown the OAAP 1% It training.	No	no	Yes, we are a smaller district. There are only 220 students that are being assessed.	We used the state provided rubric for OAAP 1% monitoring, their IEP and their IEP data to determine if the OAAP was accropriate for them.	OAAP IEPs are audited every year to determine if they should remain on the OAAP. Students ability to function on their own, current class performance with assessment data helps to determine if they should be participating in the OAAP or standard states test.	We do not have a specific subgroup that is certicipating in the alternative assessment.	Parents are informed during an IEP meeting. It is specifically mentioned when discussing the placement and participation for the students.	We do not need any additional resources at this time.
Anadirko	3.08	IEP Team Members have been informed and stated on the use of OAAP guidelines through district instructional coach. IC is a natived special services teacher who is provides one-on-one support.	The term used the CAAP participation guidelines and student eighbly dull at the determine participation. The historical data reflects considered parformance levels and team determination's by lead teachers and IC	. No				The subgroup of Native Americans in the ID category is being reviewed currently and not causes have been identified. Adjustments in the locate distinct.	The parents are informed through the IEP meeting and/or subsequent meetings if deemed necessary.	Current support is being provided by SDE staff through DMPG selated socials also, and improvement support professional development process is also being reviewed and revised during Peng I and will confinue into Prong II.
Burns Flat-Dill City Schools	1.21 (December numbers): 0.82 (February numbers)		No	Yes, we have a multi-handicapped classroom for a cooperative located in our district as we are the LEA.	Yee, our total enrollment was 454 in December and is careety/456, our testing numbers 3 and 11 grade students totaled 247 in December and in concept 356. (We have very transvert continuation in our district).	Policies and Procedures Handbook, Citatrion Checklef for Assessing Student with Disabilities in Alternate Assessments	ts. We use the OAAP participation guidelines and check. IEP process and leafters across.	We are not seened of any disorparicies between protections in the potential assessment and the adminishment of the potential assessment and the adminishment assessment. Due to our enrollment being balanch 500 and our adminishment of the potential and adminishment of the potential adminishment of	Our school uses the OAAP Peerst Brochure and the certiculation checkfall is come over	We feel confident we have all the resources to provide for the needs of our students at this time.
Stidham Public School	1	The teams have all been informed of options for assessment. The criteria checklist has been discussed and weighted before making the decision for on OAAP 8 assessment.	no	no	Yes. Our total school (PreK-8th) errollment is 105. Our testing population is a total of 62.	STAR math & reading, grades, observation, team input, various online programs used by the student	The IEP's are reviewed twice yearly to determine whether the CAAP is the best assessment for the student. We look at the progress made and how well the student is functioning at the students level.	I don't feel like this question is relevant to our situation.	yes	?
		Our district has a Ripeald education coordinate for each basking the clash has large in collaboration with the social education indeed the students. This Coordinates section 9 to August and the OAUP. This Coordinates section 9 to August and the OAUP could replicate indeed on our department on COOR are class Profile information on updates from COOR are	Team reviews the medical information , cognitive and adoptives assessment to determine if the subjection than the significant	We have 3 poppares at the elementary level and 1 such at the inhumediate students with some country of the students with some cognitive disabellities.		Team reviews current assessment data from the MEEGS, cleasroom behaviors awd as district assessments to determine	Director will review records for CAAP statests before school looping, as part of the CRIS Courte review and the CRIS Courte review and the CRIS Courte review and the CRIS COURTE of the CRIS CRIS COURTE of the CRIS COURTE o	We have a disproportionals number of makes bising the OAAP. 50% of the students are male VS 60 of the EPS students for the students between the control of the con	Teachers of record review the criteria for QAAP with corents and quedians and how	Confinued professional
Western Heights Public Schoo	da 1	3 also shared with the coordinators.		sussents with severe cognitive disabilities.	no					assessments.
Grandfield Public Schools		All IEP Isam members are required to take training on the use of GAAP participation audistines.		No.	Yes, we have a current total of 98 students only. Even if we had I student we would exceed the limit. Yes we only have 201 total students in the grades being tested.		it. We reevaluate IEP yearly and reassess if they need to confinue to be in the alternate assessment. Using the state set guidelines for testing and monitoring files	I don't see any discrepancies at the moment. However, I do hypothesies that many of our new participants have left larger surrounding achool districts to be at a small school. We have a small over all erroribment for our district. It averages 400 students. There is not a large discrepancy in the district. The grades that are beated is over half of our students population PK-12th. So when more then one student is placed for	We have annual meetings with documentation for the present and explain the implications associated with an alternate disloma. Discussed at IEP meetings. Given information provided from the state.	Continued support with our new Special Education Director and Teacher Continue to provide updated information to the district.
Foyil Schools Musikosee Public Schools (20	1.40	Any training that is provided by the state and meetings Through professional development, morthly PLCs, KITE trainino. email blasts	No Yes OHI only. We assess cognitive skills, utilize the criteria checklist and review the negative adaptive behavior effects of the medical diacnosia	No no	grades being tested.	OAAP checklist and input in meetings criteria checklist, parentheacher input, standardized assessments, non- standardized assessments	mcosloring files criteria checklist. desidoo aadita	seased in over half of our studenty approach and PV. 21.5. So when more than one subcritical pulsed for OAAP saxing, we still go over the 1.5s. Anneals, grades & end 1, Caucasians. I feel like secondary may be more generous with CAAP decisions, a more careful analysis of student assessments need to be done	information provided from the state. through annual IEP meetings	information to the district. more training on what an OAAP participant looks like.
Sapulos Públio Schools	1.63 Math and ELA: 1.8%	Members of the EEP team completed the CAAP 1% Professional Development provided on OSDE Connect. For Considering Student Elevability for CAAP for Considering Student Elevability for CAAP.	No statects participating in the CAAP two a primary disability of Specific Learning Daubility, Other Hash Impalement, Orthopsels Impairment or Speech Language Introduzional.	Our district does not provide a terginder program at this first. However, due to our districts larges special education propulation (19%), leight the county state school district not participating a school district not participating a school district not participating a school district not participating and the choice to cooperative school, and the choice to cooperative school suited to the cooperative school districts, our OAAP population exceeds the 1% Cup. We also have a group horse within cur district that takes close placements. These students by porture the control of the choice of the choic	No, the district doesn't have a small overall student occulation (Current 3.713	Evaluation reports/MEEGS, Adaptive Stills assessments, Speech and Larguage assessments, Benchmark assessments, All assessments, All assessment	The Edither "Phetiopholise is CAAP Report in the second and the collection assessment of clients changing along with the guidance under for considering eligibly from CAAP is used to help east the for shadering participating in the alternate assessment.	Several attaclets who meet the criteria for the attention assessment and Inductually Disablect. In our continues the criteria of the attention to the continues of the criteria of the criter	The LEP stars reviews the distribute assessment of Dates checkful story with the guidance nutries for considering eligibility for precision and precision of the CAPP to help with the discision related for the process. It students must certain for the precision of the CAPP to help with the decision must offer a passet liketar provided by DLM and a copy of the CAPP procham. Families also receive the Advantace Dates of the CAPP scotlant. Families also receive the Advantace Dates for the CAPP scotlant of the CAP	We cast think of any additional resources or between all this according to the control of assistance at the control of the con

Kellyville Public Schools	The eligibility officis directical is reviewed with all special elocation hashboard of backing pointer. Peretti are recorded in the precess with the school based part of the precess with the school based part of peretting the conflict electrical, and adaptive and the precess of school based parts of the precess and that goods they have for their child.	No	Yes, Kellyville Public Schools are part of a coop; parerts will transfer their children from other coop schools to Kellyville so that they do not allend a larger distiller with a larger number of special education students.	Yes, Kellyillia Public Schools are someonaded by larger rural and subcrbs according to present the schools, gravest larger first in channel with special needs to our achools due to the smaller class sizes.	designed for lower functioning special education students, (Chipique Learning Syphams), Comprehensive carricularm with daugressia etailities in the used by practicular skills on the special education students searing skilly, OLI, Ave staphte curricularm but creation as manufactular searing skilly, OLI, Ave staphte curricularm but creations as manufactular trackers observations that are charted, health and medical, CARBS-28THF, Standers Observatioperon Socials (SSI) WJ-IV Achievement, ABAS-3, PDMS-2, OFTA-3, CASL-2	Special Education Directions at the elementary and secondary levels notice IEP's and allered investigas of OAAP's students.	Our subgroup is gender; more boys have been identified with the categories of ED or Autism than gifs. We will continue working on learning and six View and continue working on learning and the continue working on learning and the continue over to the CEITP.	Alternála Diploma information provided by the OSDE is provided and reviewed at every meeting held with pasents of middle and high CAAP. During the arroad IEP meeting, we inform a pasents of their other pasents of their o	on datricis.
Middleberg Public School	We utilize resources found on the state department 1.85% website and webiners.	No	No	Yes. The districts current testing population is currently 186 students.	Criteria checklist and educational assessments that are used for initial placement or three-year evaluations.	At this time, the special education director audits all IEPs prior to and after arrual IEPs to ensure proper placement of students for all assessments.	Currently we have no disproportionality in our subgroups that are being reported.	powerful of their child's participation in the alternate assessment and the posteecondar implications. They also neceive a brochure explaining the students participation in the OAAP.	None
Libertr (Mounts)	Each student that is prostilely remoting to take the CAAP is decreased by a time that committee of the Special Education Detector Detector Primipals and Special Education to technical student in mind. Other, this is also 2.01% decreased with the conditional service of the special Education to the condition of the special Education to the specia	No	No	Yes. We are a small, rural school with around 30 students per grade level. Our loov examines give very little room to reach the 1% threshold.	We use the formal assessments given by the psychologist for cognitive and a eaclarries, for a digitive behaviors and benchmark testino.	The distict leadership team, including the special education director, have discussion around needs of the students and crioritains the 1%.	There is not more than 2 in any subgroup and do no believe that disproprienting rectum. The proper of the subgroup of the subg	Discussion occurs at MEEQS and each IEP to ensure families are thoroughly informed.	I'm unuse of what additional resources might be available that could be haloful.
Stilwell Public Schools	1.7 Taken the online PEPPER Pd modules	no	Multiple families with foster and adopted children with multiple disabilities.	no	OSDE checklist, Vineland, P-TON, Communication Matrix	Direct and multiple disabilities teacher review the folders.	Autien autonous Their shifting and possite and	In IEP meetings	Continue the PEPPER modules and using the Checklist
	IEP team members have been informed by the use of the the OAAP brochure and the team went over all the					Student's participating in the alternative assessment each have a goal with two objectives to meet the		The team meets at the annual subsequent	
Justice Public School	2.8 carticipation guidelines.	no	No. students move into the district.	ves. students moved into the district.	Comorehensive evaluation. IQ. WRATS	meeds of the student.	none Of the 2024 students, the lowest percentage of students in a grade band identified as meeting criteria for DAAP is bits grade at 36% with the highest percentage at 11th grade with 2.03%.	IEP meeting.	none
	Special Education braining on the complation of the Chain Decision as part for a Developing triple-Quality, provided at their Teacher Teaching Days, and again provided at their Teacher Teaching Days, and again provided at their Teacher Teaching Days, and again Fell 2024 seasons. The additional behavior that Fell 2024 seasons. The additional behavior that least of their Controllation, and Special Education 145%. AddressExtension from each careaus.	Yes. The IEP Teams used the 6-Questions for QAAP Assessment to guide their conditions of the second teams			MEEGS Benchmark assassment data, Diagnostic assassments, Assastive Indignostic assassments, Indiana Benchmark, Assastive Indignostic assassments, Indiana Benchmark, Andrews Williams, Formative assassment data, Andrews Williams,	OXCPG is forwards to have an IEP Corpolares. Disjointment that provides support to our Special Education Staff. They provide subraing and constructions services because that staff are in a contract that services because that staff are its in order to provide feedback (both celebrating also incore to provide feedback (both celebrating and correctively without highest like Participation Charties Checklett. The Directive of Specially Charginet Charties and Checklett. The Directive of Specially Charginet Charties and Checklett. The Directive of Specially Charginet Charties Checklett. The Directive of Specially Charginet Charties Area (Specially Charginet Charties Area (Specially Special Charties Charties for Special Charties Charties for Special Charties Charties (Special Charties).	Constreting receivativeity of students participating. In the CAAP assessment for 2024. Settly in the following recitifative collegeries: Native Averages following recitifative: collegeries: Native Averages 2%, White 40%, Hoppared, Lairn 30%. There are discrepancies in the exhibition of Spareira and White when compared to district ethnicity rates. Our hypotheses is, in part, the manner in which the district collects date on receivalitive following accuratory calculate multimost IC or more races) in order for comprehension to be completed order for comprehension to be completed.		
Oldahoma City Public Schools	Fait 2024 sermester. The sideshow his been shared with all special education case managers, learn leads/chairs, Coordinaters, and Special Education 1.84% Administrators from each camsus.	the IEP and MEEGS, it does appear that	No.	No	assessments describing access modes of communication and/or fine/gross motor tasks.	Instruction and Special Education Coordinators are working tendently to swisw data and support best practices when identifying soldents who meet the criteria for the CAAP Portfolio Assessment.	OKCPS Special Education will collaborate with other departments to remediate the above weakness.	Annual IEP meetings of current CAAP identified students include a review of student data for consideration of the student moving to the OSTP issuessement.	Any assistance in collaborating with PCG and Infinite Campus to make sure data is accurate would be onestly aconeciated.
Oblinens School for the Stord	for Considering Studies Eligibility for the OAPA durity a shalling and he Alemania Assessment Christia checklind, at IEP team meetings with fidelity. Review of evaluation data, including couprils was allegative shalls, as a the 2022-2023 selend year, 100% of lake special eligibility coordinates completed the ordina professional development mobile provided in the OSBE Connect development mobile provided in the OSBE Connect coordinates submissed as collected of completion to the disast of files by March 24, 2023. During the 2022-2023 stool year, the disast of PEPC coordinates research as the	100	Our student is a special encodate. And the student is a special encodate. Whaship improved blied students and all visits and set of the students and all sets and set of the students. And the students was students and sets and	*Yes, our reward student population is less than 10 Mallin for grades Pack. Prough 12+.	SEDNESSS Commissions Psychological entire, Coppiled Commission of the Commission of	The special education director allends all EP remaining and realized yellows Equien records for an extra product of the entirely and entirely and entirely of the entirely and enti	students.	implications, and provide a copy of the OAAP Parent Brochers.	Pressably leading at a most fixed described of the control of the
Janka Puldic Edmonis	claims completing the CAMP children's real variations of the support of controlled in the second of the support of controlled and controlled a requirement for succession as equal which is laised for controlled as equal which is laised for the controlled as equal to the final second of the controlled as equal to the c	No.	Student Elipsibily for the Obbieron's Ahemiak Assessment Program (ADA) Ahemiak Assessment Program (ADA) And American Ahemiak Assessment Andrewson (ADA) Assessment Andrewson (ADA) Andrewson (ADA) Assessment Assessment Assessment Andrewson (ADA) Assessment Assessment Assessment Andrewson (ADA) Assessment Ass		Citeria Chrodidis for Assessing Students with Dissolities on Alternatic Assessments, Custarce Richiro for Comunicary Education Eligibility for the Comunicary Education Eligibility for the Comunicary Charles (DAMP). 10 Scores, Adaptive Behavior Scores, Pearer Seprentyal, Teacher Scores, Pearer Seprentyal, Teacher HEEGS Record card. Proorses Record	to assist in making appropriate decisions reporting	hypothesis can be formed? Make stateris are more liably to be identified as having an intellectual disability when compared to having an intellectual disability when compared to mende. Regarding race, Black statement at JPS are the most liably to be over-identified as being intellectually disability, followed by skins and Happarie staterin. Make it is also being the staterin to the state in	(OAAP) are reviewed arrusally with parents a arrusal IEP meetings to determine if an Alternate Assessment is appropriate. An administrator at the High School scheduliss a meeting with the parents of students receiving an Alternate Diploma. Parents, Special Education staff, transition concrinator, and the administrator discusses.	several non-verbal students and students with eathermaly limited verbal output only had documentation of the non-verbal
Semirole Public Schrole	All numbers have waithed the Pepper taking video on OAMP hading. We have discussed in meeting the 15% stokests have been been as the CAMP. 1% stokests that the backers want to brince on the OAMP.	Mo	Our dishict has three self-contained classrooms that have the most significant cognitive disabilities in the dishirct.	No.	OAAP (if applicable) and the The Criteria checklist to see if the student qualifies	is The apocal education director manks with each hearber about each student or an OAAP with the war he leaders explain a dealers asset, but down any and a second and a second and a second and ensure if a student should least usino the CAAP ensure if a student should least usino the CAAP	receives free and reduced funches. Also, overall we have a lot more makes than females in our special aducation program that is reflected within the data or disproportionality. When placing students on the OAAP we see not looking at feature of number or	the criteria checklist and we collaborate if about the best assessment. We do this annually for all students. All generia of students taking the CAAP had a meeting about their child and were informed about salamsed citiorum. This wear at the becinning.	A hairing on assessing with the appropriate assessment that the teachers could althrul in personn or vival south or people to the yound solk ourselfore if recorded.
Grand View School	The Citieris Chacddat for Assessing Students with Disabilities on Alternate Assessments is used to make a determination. The decision is always a team decision 1.90% with input from all learn members.	No	No	Yes, testing population is 307 students.	Current and previous evaluations, team input, and The Criteria Checklist for Assessing Students with Disabilities on Atternate Assessments.	All IEP's are reviewed in collaboration with the IEP's team. They are monitored for compliance by the appetral decided indexects. By special expectation developed in the appetral special expectation and appetral expectations are recommended in the special expectation and appetral expectations are recommended in the special expectation and appetral expectation a	NA	Parents are part of the IEP team. The Criteria Checkled for Assessing Students with Disabilities on Alternate Assessments in discussed with the parents during the meeting. Online to work IED receives as well as the	My district struggles with decisions made during the elementary aged years and the long term implications that may impact them in high school.
Silo Public School	1.52 Beginning of the year in-service.	No	We have 3 self-contained severe and profound classrooms	Yes, we are growing but still a small rural school.	OAAP audelines. IEP checklist	the files and we discuss what needs to be done if any chances.	students with Autism on the lower end of the spectrum	During the yearly IEP meeting as well as the Parent Teacher Confenence help before testing in March.	Webinars for teachers
Bishoo Public School	Members of the IEP team participated in training through 0.07 the Yells Education Penal	No.	Na	Yes. We are a PK-6 School serving 607 Total Population (276 Testino population	The Oldahoma Alternate Assessment Checklet, Educational Evaluation, Psychological Evaluation, District & Assessments (Formative and Summative)	The Director of Special Education along with the IEP Team audit the subserfs IEP annually to determine if the subset meets the celaris for Albernate Assessment. The critaria checidist for alternate assessment is utilized by the team. Educational Evaluations and Psychological Evaluations are nemeroid event 3 water.	No disproportionality has been identified on OSDE neont	Parents are in person at annual IEP	None at this time