



OKLAHOMA STATE
DEPARTMENT *of* EDUCATION

MEMORANDUM

To: Superintendents, Special Education Directors, Federal Program Officers, and Other Interested Parties

From: Sherri Coats, Program Director, Special Education Services
Renee McWaters, Program Director, State Aid

Date: September 24, 2024

Subject: Guidance for Determining Weights for Special Education Funding Average Daily Membership (ADM)

The Oklahoma State Department of Education (OSDE) wishes to provide information regarding Special Education weights in the 2024-2025 State Aid Funding Formula. Funds are generated to local education agencies (LEA) based on the total number of weighted students enrolled in the district per Oklahoma Statute (70 O.S.§18-201.1). The initial allocation uses the prior year's weighted average daily membership (WADM) while OSDE collects membership for the first nine weeks of the current year. The mid-year re-allocation is based on the highest WADM of the prior full year or the first nine weeks of the current. The total WADM includes weights for special education status.

Special Education students may receive a maximum of two Special Education weights. To receive a special education weight, a student must have a Primary Disability category, as shown on the Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS) form and have a current Individualized Education Program (IEP) in place. Along with a Primary Disability, a student may have a Secondary Disability (recorded on the MEEGS form) and/or related services (documented on the IEP), qualifying for additional student category weights in the State Aid calculation. The student must also be enrolled in a public school in Oklahoma.

The MEEGS and IEP teams will make all decisions regarding the selection of the appropriate disability category and related services based on student need, according to data collected through the special education evaluation process. Guidance regarding the evaluation process and categorical placement of students with disabilities may be found in the Oklahoma Special Education Policy and Procedures Manual.

Every Special Education student will receive the weight of their Primary Disability listed on the MEEGS report. In the event that the Primary Disability is a Developmental Delay (DD), the student receives the weight of the Suspected disability. Category weights are listed in Table 1. Following

the table, a series of student weighting scenarios are shared to assist with understanding the weighting process. Up to two disability categories per student will be counted for State Aid funding purposes.

Table 1: Special Education State Aid Weights			
Primary/Secondary Disability	Weight	Primary/Secondary Disability	Weight
3– Deafness or Hearing Impairment (D/HI)	2.90	11 – Deaf-Blindness (DB)	3.80
5– Speech or Language Impairment (SLI)	0.05	12 – Multiple Disabilities (MD)	2.40
6 – Visual Impairment (VI)	3.80	13 – Autism (AU)	2.40
7 – Emotional Disturbance (ED)	2.50	14 – Traumatic Brain Injury (TBI)	2.40
8 – Orthopedic Impairment (OI)	1.20	15 – Developmental Delay (DD)	Suspected Disability
9 – Other Health Impairment (OHI)	1.20	16 – Intellectual Disability (ID)	1.30
10 – Specific Learning Disability (SLD)	0.40	Special Education Summer Program	1.20

SCENARIO 1: Student has a Primary Disability only

Student 1: Primary Disability = Speech Language Impairment
Weight = 0.05

Student 2: Primary Disability = Developmental Delay
 Suspected Disability = Specific Learning Disability
Weight = 0.40

NOTE: Students assigned a disability of Developmental Delay require a Suspected Disability from among other Primary Disability Categories. Students without a Suspected Disability may not be counted in the Special Education Child Count.

SCENARIO 2: Student has a Primary Disability and a Secondary Disability

Student 3: Primary Disability = Visual Impairment
Weight = 3.80
 Secondary Disability – Emotional Disturbance
Weight = 2.50
 Total Staid Aid Weight for this student = 3.80 + 2.50 = **6.30**

NOTE: In addition to the Primary Disability, a student *may* also have one of twelve secondary disabilities (any but developmental delay), which must also be recorded on the MEEGS form and supported with appropriate data (often, students will not have a Secondary Disability). If the student has a secondary Disability, it cannot be the same as the Primary or Suspected Disability (e.g., a student cannot have a Primary Disability of Emotional Disturbance (ED) and a Secondary Disability of ED). Developmental Delay is the only disability category that is not listed for Secondary Disability but is included in the list of Primary Disabilities. Secondary Disability weights are the same as Primary Disability weights and both are counted.

SCENARIO 3: Student has a Primary Disability, a secondary Disability, and receives a Related Service

Finally, a student may also receive Related Services (often, students will not have any related services). If Related Services are listed on a student’s IEP, the services must be supported with documented data, on the eligibility and IEP, to demonstrate the severity of the need. State Aid calculations will continue to reflect the same five (5) Related Services as in previous years for funding purposes, even though the Special Education division will collect additional Related Services information through data reports.

The sum of the Primary Disability weight and either the Secondary Disability or Related Services weight (whichever is greater) will be used to calculate the Special Education Weight. Again, only five (5) of the related services that may be listed on the IEP carry a weight for the State Aid funding formula. See Table 2

Table 2: Related Services Categories and State Aid Weights	
Related service aligned to= Primary/Secondary Disability Category	Weight
Audiology = (3) Hearing Impairment	2.90
Speech Language Therapy = (5) Speech or Language Impairment	0.05
Orientation and Mobility = (6) Visual Impairment	3.80
Counseling = (7) Emotional Disturbance	2.50
Occupational/Physical Therapy = (8) Orthopedic Impairments	1.20

When a student has a Primary Disability, a Secondary Disability, and a Related Service that falls into one of the five categories listed above, the student will first receive the weight of the Primary Disability. Next, the State will compare the Secondary Disability and the Related Service the

primary disability to ensure it does not duplicate the primary disability. Next, it will compare the secondary disability and the related services to determine which of the two entries has a higher weight. The category with the higher weight will be added to the Primary Disability weight.

Student 4: Primary Disability = Autism
Weight = 2.40
Secondary disability = Orthopedic Impairment
Weight = 1.20
Related Service = Speech-Language Therapy (Weighted as SLI)
Weight = 0.05
Total State Aid Special Education Weight = $2.40 + 1.20 = 3.60$

For student 4, the Secondary Disability weight was added to the Primary disability weight, since the Secondary Disability weight was greater than the Related Service weight.

Student 5: Primary Disability = Other Health Impairment
Weight = 1.20
Secondary Disability = Speech or Language Impairment
Weight = 0.05
Related service = Occupational therapy (weighted as Orthopedic Impairment)
Weight = 1.20
Total State Aid Special Education Weight = $1.20 + 1.20 = 2.40$

For student 5, the Related Service weight was added to the Primary Disability weight, since the Related Service weight was greater than the Secondary Disability weight.

Student 6: Primary Disability = Deafness or Hearing Impairment
Weight = 2.90
Secondary Disability = Other Health Impairment
Weight = 1.20
Related Service = Physical Therapy (weighted as Orthopedic Impairment)
Weight 1.20
Total State Aid Special Education Weight = $2.90 + 1.20 = 4.10$

For student 6, the Secondary disability and Related Service weights are the same, so the weight was added once to the Primary Disability weight.

Student 7: Primary Disability = Emotional Disturbance
 Weight = 2.50
 Secondary Disability = Orthopedic Impairment
 Weight = 1.20
 Related service = Counseling
 Weight = 2.50
 Total State Aid Special Education Weight = 2.50 + 1.20 = **3.70**

For student 7, the Primary Disability and Secondary Disability weights are totaled to determine the total disability weight because the Primary Disability and Related Service are mapped to the same disability category. A single category can only be used one time per student in the weight calculation.

NOTE: If a district assigns disabilities and related services that are mapped to each other to any student (e.g., a student's Primary Disability is Emotional Disturbance and the Related service is Counseling, which is mapped (Table 2) to Emotional Disturbance), then the LEA will only receive the weight of that disability one time.

Decisions of the IEP and MEEGS teams must be made based on data and the student's unique disability needs. Teams must not factor State Aid weights in the decision-making process. It is the responsibility of the LEA to ensure each student with a disability is provided a Free Appropriate Public Education (FAPE).

If you have additional questions or concerns about funding for students with disabilities through State Aid, please contact a member of the Special Education Team at (405) 521-3351.