

One Percent Waiver Extension Request for Reading, Mathematics and Science

ESEA Section 111(b)(2)(D) and 34 CFR 200.6(c) and (d)



**OHIO DEPARTMENT OF EDUCATION, OFFICE FOR EXCEPTIONAL CHILDREN
OFFICE OF ASSESSMENT**

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Table of Contents

INTRODUCTION	3
Table 1: Participation in Alternate Assessment by Subject Across Years (EdFacts)	3
Component 1	8
Component 2	8
Table 2A: 2021-2022 Participation in the Reading Alternate Assessment (Grades 3-8 and High School) .	8
Table 2B: 2021-2022 Participation in the Mathematics Alternate Assessment (Grades 3-8 and High School)	8
Table 2C: 2021-2022 Participation in the Science Alternate Assessment (Grades 3-8 and High School) .	9
Table 3: Participation Rate of All Students and Students with Disabilities (Grades 3-12).....	9
Component 3A	9
Evidence of Progress.....	10
Component 3B	10
Evidence of Progress.....	11
Table 4: State-level Targeted Analysis of Alternate Assessment Participation Data	12
Component 4A	13
Evidence of Progress.....	13
Timeline for Improving Implementation of Guidelines.....	14
Component 4B	14
Tiered Intervention and Monitoring Plan	14
Evidence of Progress: Tier 3.....	15
Evidence of Progress: Tier 3.....	17
Table 5: Evidence of Tier 3 Progress 2021-2022	17
Evidence of Progress: Tier 2.....	18
Table 6: Evidence of Tier 2 Progress 2021-2022	18
Evidence of Progress: Tier 1.....	19
Table 7: Evidence of Tier 1 Progress 2021-2022	19
ACTION STEPS FOR 2022-2023	21
APPENDICES	22

One Percent Waiver Extension Request for Science

ESEA section 11(b)(2)(D) and 34 CFR 200.6(c) and (d)

INTRODUCTION

Title I of the Elementary and Secondary Education Act of 1965, amended by the Every Student Succeeds Act (ESSA) of 2015, addresses alternate assessments for students with the most significant cognitive disabilities. Each state must submit a waiver request to the U.S. Department of Education if it predicts exceeding 1.0% participation in the alternate assessment in a subject. Ohio was granted an initial waiver for school year 2016-2017 and extensions for school years 2017-2021.

For school year 2017-2018, Ohio's alternate assessment participation rates were 1.95% in reading, 1.99% in mathematics and 2.02% in science. **Participation rates in school year 2021-2022 were 0.997% in reading, 0.998% in mathematics and 1.032% in science. Ohio's participation rate is below 1.0% for reading and mathematics and slightly above the 1.0% threshold for science. This represents a major improvement for Ohio's education system to meet the needs of students with the most significant cognitive disabilities.** Ohio anticipates minimally exceeding the 1.0% threshold for the 2022-2023 administration of the alternate assessment in reading, mathematics and science and is requesting an extension to the current waiver (See Table 1).

Table 1 shows the percentage of students who took an alternate assessment by content area in grades 3-8 and high school in school years 2016-2017 through 2021-2022. Using the EdFacts data set, participation for 2021-2022 in reading decreased by 0.393%, mathematics decreased by 0.402% and science alternate assessments decreased by 0.418%.

Table 1: Participation in Alternate Assessment by Subject Across Years (EdFacts)

Subject	2016-2017	2017-2018	2018-2019	2020-2021	2021-2022	Change
Reading	1.93%	1.95%	1.93%	1.37%	0.977%	-0.393%
Mathematics	1.97%	1.99%	1.95%	1.40%	0.998%	-0.402%
Science	1.89%	2.02%	1.96%	1.45%	1.032%	-0.418%

As stipulated in the Every Student Succeeds Act, Ohio's improvement plan includes:

- Annually requiring justifications from districts and community schools exceeding the 1.0% threshold
- Supporting and monitoring districts and community schools to ensure appropriate use of the state's eligibility guidelines for the alternate assessment
- Using a statewide tiered system of support to provide appropriate oversight and support to districts that exceed the 1.0% threshold

Ohio's participation rate is below 1.0% for reading and mathematics and slightly above the 1.0% threshold for science. The Ohio Department of Education is collaborating with local and national partners to develop and implement innovative approaches to ensure only students with the most significant cognitive disabilities are participating in Ohio's Alternate Assessment for Students with the Most Significant Cognitive Disabilities. An Alternate Assessment Participation Workgroup, created at the Department in early 2017 continues with regularly scheduled meetings and includes representatives from the Offices for Exceptional Children; Learning and Instructional Strategies; Assessment; Innovation and Improvement; Accountability; Data Quality and Governance; and Community Schools. This cross-agency team participates in:

- The National Center for Educational Outcomes (NCEO) Community of Practice
- The TIES Center
- The Council of Chief State School Officers (CCSSO) State Collaborative for Assessment, Standards and Education of Students with Disabilities (ASES)
- The Center for Autism and Low Incidence (OCALI) annual [OCALICON Conference](#), an international conference
- The learning and development of Ohio's [state support teams](#)

The Workgroup has consulted with numerous stakeholder groups such as the Ohio State Advisory Panel for Exceptional Children, the Ohio Association of Pupil Service Administrators and the special education statewide testing advisory committee to gather input and feedback throughout the school year.

Ohio continues to build on its system of regional state support teams to provide technical assistance and monitoring to local districts and community schools. The Department collaborates with state support team directors and consultants to implement a tiered system of support to assist districts and community schools in reviewing and improving their alternate assessment policies and practices. The goal is to ensure that only eligible students with the most significant cognitive disabilities participate in the state's alternate assessments.

As stipulated in the Every Student Succeeds Act, districts and community schools that expect to exceed 1.0% participation are required to complete and submit an electronic justification and assurances.

The Department communicated with 942 districts to collect alternate assessment justifications and assurances for the 2021-2022 school year. Districts that did not anticipate testing more than 1.0% of their students on the alternate assessment were not required to submit justification. The Department collected justifications and assurances from 614 districts with a 65% submission rate. The Office for Exceptional Children followed up with the 328 districts that did not respond by the due date of March 30, 2022. The 328 nonrespondent districts were referred to the special education program monitoring process to comply with the requirement.

Alignment to Ohio's Priorities for Education

Ohio is committed to meeting the needs of the whole child, which is an opportunity to ensure positive and meaningful educational experiences for students with disabilities that will lead to academic and postsecondary success. The Department's work on alternate assessment participation aligns with the purpose and goals of [Future Forward Ohio](#), Ohio's strategic priorities for helping students recover from the impact of the COVID-19 pandemic:

- Overcoming Obstacles to Learning
- Preparing Students for Future Success
- Accelerating Learning

The Department is working to reduce participation in alternate assessments not solely to meet federal requirements but to ensure each student has access to rigorous curriculum and assessments that prepare them for future success. Ohio's goal is, and will continue to be, to ensure the right students are taking the right tests.

The Ohio Department of Education convened [stakeholders](#) to craft a plan aimed at improving learning experiences and outcomes for students with disabilities. Beginning in January 2019 and wrapping up in December 2019, stakeholders and staff from the Department worked together to identify a set of recommendations for increasing literacy skills, improving disproportionality, promoting postsecondary success, fostering inclusive leadership, and advancing high-quality instructional practices among educators

who serve students with disabilities.

These recommendations ultimately resulted in the development of [Each Child Means Each Child: Ohio's Plan to Improve Learning Experiences and Outcomes for Students with Disabilities](#).

Each Child Means Each Child offers recommendations, tactics and action steps to ensure Ohio's 270,000 students currently enrolled in public schools who have been identified with disabilities benefit from the vision and core principles heralded in Ohio's priorities for education.

Each Child Means Each Child uses data to illustrate what education looks like for Ohio's students with disabilities. Additionally, it organizes recommendations, tactics and actions to improve these educational experiences into three major focus areas:

- Getting to the Problem Early via Multi-Tiered System of Support
- Building Educators' and Systemwide Capacity via Professional Learning
- Educating for Living a Good Life via Postsecondary Readiness and Planning

Each Child Means Each Child recognizes that equity of educational achievement is a persisting challenge. Access to academically challenging standards is fundamental to achieving equity in education and overreliance on Ohio's Alternate Assessment for Students with the Most Significant Cognitive Disabilities. The alternate assessment should not limit students' access to rigorous curriculum and assessment that meet the personalized learning needs of each child. The Department is working with regional state support teams, educational service centers, districts, community schools and other partners to improve the process of identifying students for participation in the alternate assessment to ensure that all students have equitable access to high-quality education and related services leading to post-secondary success. Ohio's *Each Child Means Each Child* promotes a focus on meeting the needs of the whole child. As Ohio improves its ability to meet students' individual learning, behavioral and social emotional needs, fewer students will be at risk of being inappropriately identified as having a disability and therefore being inappropriately assigned to take the alternate assessment.

While the Department is working to reduce the percentage of students participating in the alternate assessment, another priority is to ensure that all students are taking the most appropriate assessments given their unique needs. The Department is working with regional state support teams, districts and community schools to ensure that IEP teams are using guidance documents appropriately, consistently applying the criteria for alternate assessment participation and using the available accommodations to provide students with disabilities access to Ohio's State Tests.

Ohio has taken significant steps toward improving the appropriate use of the alternate assessment statewide. These steps include the following:

1. The Department developed a new [one-page flyer](#) for families in January 2022 to serve as a companion to the [Frequently Asked Questions](#), both of which were created to describe the Alternate Assessment for Students with the Most Significant Cognitive Disabilities. This newly developed family resource provides information on how Individualized Education Program (IEP) teams determine alternate assessment eligibility in Ohio and provides a reminder that ESSA requires all students to participate in statewide assessments. The goal of this document is to serve as useful guidance to IEP teams, especially parents, during special education meetings regarding alternate assessment inquiries, eligibility, and participation. All family resources are provided in Spanish. The flyer is also available in Gujarati and Somali per request from the State Advisory Panel for Exceptional Children.
 - The flyer and the [Assessment Toolkit for Parents](#) alongside the newly created [Evaluation Roadmap](#) are on the Department's new family engagement [website](#).

2. The Department added alternate assessment participation rates to both the [Special Education Profiles](#) and [Special Education Ratings](#), which are published annually. Both the profiles and the ratings are available to stakeholders and include easy to understand explanations of the published data. Districts and community schools identified as significantly exceeding the 1% threshold with a 3.5% or higher participation rate are assigned to Tier 3 of the Special Education Program Monitoring process. Districts and community schools identified for Tier 3 monitoring are required, with the assistance of regional state support team consultants, to complete a root cause data analysis and an improvement plan. All Tier 3 districts identified in 2021-2022 completed the Self-Review Summary Report, an Improvement Plan and the Disproportionality Calculator. These activities are monitored at the state level through the Special Education Program Monitoring process.
3. Regional state support team consultants facilitated the National Center on Educational Outcomes' [Disproportionality Calculator](#) with 52 Tier 3 districts.
4. The Department continues to work in partnership with stakeholder groups like OCALI's state [Assistive Technology and Accessible Educational Materials Center](#) (AT&AEM), Improving Outcomes for Learners with Complex Needs, and others to provide regional state support teams with training and tools to support appropriate use of the alternate assessment and Ohio's Learning Standards – Extended.
5. The Department is preparing to review and revise Ohio's Learning Standards – Extended beginning during the 2022-2023 school year. Review of the English language arts standards is planned to begin during 2022-2023 school year, mathematics standards during the 2023-2024 school year, and science and social studies standards during the 2024-2025 school year.
6. The Department has updated the [Accessibility Manual](#) to address technical edits for Ohio's statewide assessments that are online with paper testing as an accommodation.
7. The Department created a new website to help [families of students with disabilities](#) understand the educational process of special education.
8. The Department implemented the [Alternate Assessment Decision-Making Tool](#) in fall 2020. Embedded in the state's IEP documents, the tool must be utilized when statewide testing is considered. The regional state support team consultants will continue to provide district training on the Decision-Making Tool prior to the spring 2023 alternate assessment test administration window. The Department will continue to monitor the effectiveness of the state support teams Decision-Making Tool trainings by:
 - Reviewing district feedback regarding the changes implemented due to the decision-making procedures
 - Reviewing what practices were developed and implemented by districts after the Decision-Making Tool training was provided by the state support team consultants
 - Evaluating how the training contributed to alternate assessment participation decisions
 - Inquiring about what frequently asked questions and family resources brought adequate guidance to parents and districts.
9. Alternate Assessment Workgroup members from across the Department, along with selected stakeholders, participate in ongoing national learning and networking opportunities. These opportunities include:
 - The National Center on Educational Outcomes (NCEO) Communities of Practice
 - The TIES Center

- Membership in The Council of Chief State School Officers (CCSSO) State Collaborative on Assessment, Standards and Education of Students with Disabilities (ASES)
- The Ohio Center for Autism and Low Incidence (OCALI) annual [OCALICON](#) international conference

The 2022-2023 state waiver extension request was posted for public comment Nov. 15-28, 2022. The department received five comments during the public comment period:

- One educator spoke to support Ohio’s plan to reduce inappropriate participation: “I am in my 26th year as a mathematics educator in Ohio, and I firmly believe (based on these years of experience in classrooms) that there are students for whom taking the standard state assessments is more detrimental an exercise to the student than an alternate assessment that could be much more beneficial for their learning and growth. ODE has provided comprehensive information that supports the waiver request, related to our students, our goals for them, and our assessments.”
- One district administrator requested Ohio establish district-level participation goals to address diverse and discrepant demographics across the state.
- Three commenters cited concerns with Ohio’s data collection system, refusal for Ohio to submit a waiver for any reason and disagreed with the interpretation of the federal regulation requiring a state limitation on alternate assessment participation.

REQUIRED COMPONENTS OF ONE PERCENT WAIVER EXTENSION REQUEST

Component 1

Be submitted at least 90 days prior to the start of the state's testing window for the relevant subject.

Ohio's assessment window for the Alternate Assessment for Students with the Most Significant Cognitive Disabilities opens Feb. 27, 2023. Ninety days prior to the start of Ohio's testing window (Nov. 29, 2022), the Department will submit a waiver extension request to the U.S. Department of Education.

Component 2

Provide state-level data, from the current or previous school year, to show:

a. The number and percentage of students in each subgroup of students who took an alternate assessment.

Component 2 of Ohio's 1.0% waiver extension request includes the number and percentage of students assessed in each subgroup of students who took the Alternate Assessment for Students with the Most Significant Cognitive Disabilities (See Tables 2A-2C).

Table 2A: 2021-2022 Participation in the Reading Alternate Assessment (Grades 3-8 and High School)

Subgroup	Number of Students Who Took the Standard Assessment	Number of Students Who Took the Alternate Assessment	All Students Tested	Percent Alternately Assessed
All Students	870,531	8,593	879,124	0.977%
American Indian or Alaskan Native	1,048	15	1,063	1.411%
Asian or Pacific Islander	24,732	248	24,980	0.993%
Black, Non-Hispanic	146,908	1,972	148,880	1.325%
Hispanic	62,298	586	62,884	0.932%
Multiracial	51,790	484	52,274	0.926%
White, Non-Hispanic	583,755	5,288	589,043	0.898%
Students with Disabilities	132,097	8,578	140,675	6.098%
Economically Disadvantaged	413,795	4,861	418,656	1.161%
English Learners	29,982	475	30,457	1.560%

Table 2B: 2021-2022 Participation in the Mathematics Alternate Assessment (Grades 3-8 and High School)

Subgroup	Number of Students Who Took the Standard Assessment	Number of Students Who Took the Alternate Assessment	All Students Tested	Percent Alternately Assessed
All Students	852,072	8,588	860,660	0.998%
American Indian or Alaskan Native	1,020	15	1,035	1.449%
Asian or Pacific Islander	23,914	249	24,163	1.031%
Black, Non-Hispanic	142,236	1,966	144,202	1.363%
Hispanic	60,633	592	61,225	0.967%
Multiracial	50,624	490	51,114	0.959%
White, Non-Hispanic	573,645	5,276	578,921	0.911%
Students with Disabilities	128,721	8,572	137,293	6.244%

Economically Disadvantaged	403,404	4,855	408,259	1.189%
English Learners	29,040	478	29,518	1.619%

Table 2C: 2021-2022 Participation in the Science Alternate Assessment (Grades 3-8 and High School)

Subgroup	Number of Students Who Took the Standard Assessment	Number of Students Who Took the Alternate Assessment	All Students Tested	Percent Alternately Assessed
All Students	378,600	3,949	382,549	1.032%
American Indian or Alaskan Native	476	7	483	1.449%
Asian or Pacific Islander	10,403	102	10,505	0.971%
Black, Non-Hispanic	62,179	915	63,094	1.450%
Hispanic	26,957	259	27,216	0.952%
Multiracial	21,318	195	21,513	0.906%
White, Non-Hispanic	257,267	2,471	259,738	0.951%
Students with Disabilities	56,343	3,939	60,282	6.534%
Economically Disadvantaged	173,338	2,161	175,499	1.231%
English Learners	11,575	199	11,774	1.690%

- b. The state measured the achievement of at least 95 percent of all students and 95 percent of students in the children with disabilities subgroup enrolled in grades for which the assessment is required.**

Ohio follows federal requirements for participation in statewide assessments as outlined in the Every Student Succeeds Act 34 CFR 200.6(c)(4)(ii)(B). Students in grades 3 through 8 are required to take both reading and mathematics assessments annually. Students in grades 5 and 8 must take a science assessment. High school students are required to take end-of-course exams in reading, mathematics, and science. Data in Table 3 indicates that the Department met the requirement and measured achievement of more than 95% of all students and students with disabilities enrolled in grades and courses for which an assessment is required.

Table 3: Participation Rate of All Students and Students with Disabilities (Grades 3-12)

Subject	Students Tested	Students Required to Test	Percent Achievement Measured for All Students	Students with Disabilities Tested	Students with Disabilities Required to Test	Percent Achievement Measured for Students with Disabilities
Reading	879,124	892,364	98.52%	140,675	144,567	97.31%
Mathematics	860,660	875,423	98.31%	137,293	141,598	96.96%
Science	382,549	391,950	97.60%	60,282	62,951	95.76%

Component 3A

Include assurances from the state that it has verified that each district or community school that the state anticipates will assess more than 1 percent of its assessed students in any subject using an alternate assessment followed the state's guidelines for participation in the alternate assessment.

In school year 2021-2022, 614 districts submitted justifications and assurances by March 30, 2022. Districts that did not anticipate testing more than 1.0% of their students on the alternate assessment were not required to submit justification. The 328 non-respondents were referred to the Department's special education program monitoring process to comply with the requirement. Districts and community schools that

anticipate exceeding 1.0% participation are required to detail how they implement the Department guidelines for participation in the Alternate Assessment for Students with the Most Significant Cognitive Disabilities. The deadline for submitting the district justification form with assurances was March 30, 2022. The Department assures that all districts that exceeded the 1.0% threshold in 2021-2022 did submit an assurances form.

Evidence of Progress

The Department received assurances from 100% of required districts and community schools (those that anticipated exceeding 1.0% alternate assessment participation in school year 2021-2022). A significant number of districts that did not anticipate exceeding 1.0% submitted the form as well.

Component 3B

Include assurances from the state that it has verified that each district or community school that the state anticipates will assess more than 1 percent of its assessed students in any subject using an alternate assessment will address any disproportionality in the percentage of students in any subgroup taking an alternate assessment.

The Department continues to address disproportionality in the percentage of students in any subgroup participating in the Alternate Assessment for Students with the Most Significant Cognitive Disabilities (See Table 2). The Department ensures each district or community school that assesses more than 1.0% of its student population in any subject using the alternate assessment will participate in the Department's special education program monitoring process. During this process, districts and community schools are required to analyze their disproportionality data for atypical differences within subgroups, specifically their risk ratio data using the disproportionality calculator from the National Center on Educational Outcomes (NCEO). This calculator can be used to review state or district participation, disproportionality and risk ratio on the alternate assessment. A risk ratio of 1.0% for a subgroup indicates the rate of participation in the alternate assessment is proportionate by students in the subgroup to the rate of participation for students not in the subgroup. The higher the risk ratio, the greater the chance that students in the subgroup will participate in the alternate assessment as compared to students not in the subgroup.

The Department has and will continue to address disproportionality concerns by:

- Identifying districts and community schools assessing more than 1.0% of their student population in any subject using the alternate assessment
- Identifying subgroups of learners participating in the alternate assessment at disproportionate rates and providing resources and supports to those districts
- Reviewing district justifications, self-review summary reports and improvement plans to identify patterns of disproportionate participation rates
- Continuing to provide technical assistance to Ohio school districts in partnership with the state support teams and OCALI on the appropriate use of [Ohio's Alternate Assessment Participation Decision-Making Tool](#)
- Sharing the Department's companion document titled [Alternate Assessment One-Page Flyer](#), created for IEP teams and families.
- Continuing to engage and support external stakeholder groups to address subgroup disproportionalities and ensure accurate guidance regarding Ohio's Alternate Assessment Participation Decision-Making Tool.

- Providing resources to address [significant disproportionality](#) for districts and schools to address Equity, School Climate and Social-Emotional Supports, Staff Diversity, Culturally Responsive Practices, and Academic Supports.
- Continuing to seek professional development from NCEO, CCSSO as well as OCALI.

Evidence of Progress

In December 2022, the Department continued to include alternate assessment participation in Special Education Profiles and Special Education Ratings. By incorporating alternate assessment participation, the Office for Exceptional Children identifies Tier 3 districts and community schools for the special education program monitoring process. This provides the opportunity and the platform to work with districts and community schools in analyzing their participation data. The Department's electronic Special Education Profile compliance system notifies and alerts Tier 3 districts of mandatory action steps such as completing a self-review summary report and improvement plan. The disproportionality calculator is required for districts who identify disproportionality as a focus for their improvement plan. The self-review for alternate assessment requires analysis of participation rates by disability category, race and ethnicity to engage districts and community schools in a more rigorous data analysis, especially concerning disproportionality data. State support teams assist districts and community schools in completing the self-review and developing aligned improvement plans.

The Alternate Assessment Workgroup conducted a state-level targeted analysis to identify disproportionality data of student participation by 1) socioeconomic status, 2) race and ethnicity and 3) disability category (See Table 4). Data for English learner status has been added to this analysis. The Department understands the value of annually analyzing state disproportionality data to assist in creating a plan of where to focus future areas of technical assistance and guidance. The Department also believes analyzing state disproportionality data is important to ensure that IEP teams are positioned to make well-informed decisions on a student's participation in the alternate assessment, based on the state's guidelines and the student's educational goals.

Table 4: State-level Targeted Analysis of Alternate Assessment Participation Data

Disability Category	Participation Data		
	18-19	20-21	21-22
Multiple Disabilities (other than Deaf-Blind)	13,957	10,154	9,087
Deaf-Blindness	52	29	46
Deafness (Hearing Impairment)	127	42	21
Visual Impairments	74	28	9
Speech and Language Impairments	16	9	6
Orthopedic Impairments	170	93	51
Emotional Disturbance	537	173	69
Intellectual Disabilities	13,810	7,435	3,661
Specific Learning Disabilities	1,057	288	76
Autism	10,537	8,383	7,161
Traumatic Brain Injury	620	439	350
Other Health Impaired (Major)	193	98	136
Other Health Impaired (Minor)	1,642	963	416

Race & Ethnicity	Participation Data			Risk Ratio (19-22)		
	18-19	20-21	21-22	ELA	MATH	SCI
Asian	768	590	577	0.78%	0.79%	0.80%
Black or African American	10,535	6,571	4,833	1.46%	1.47%	1.52%
Hispanic/Latino	2,389	1,787	5,613	0.91%	0.91%	0.93%
American Indian or Alaska Native	49	37	37	1.12%	1.12%	1.10%
Multiracial	1,976	1,447	1,169	0.88%	0.89%	0.94%
Native Hawaiian or Other Pacific Islander	44	37	20	N/A	N/A	N/A
White	27,031	17,665	13,016	0.92%	0.91%	0.90%

English Learner Status	Participation Data			Risk Ratio (19-22)		
	18-19	20-21	21-22	ELA	MATH	SCI
Yes	1,612	1,335	1,090	0.37%	1.42%	1.60%
No	40,957	26,660	19,899	N/A	N/A	N/A

Socioeconomic Status	Participation Data			Risk Ratio (19-22)		
	18-19	20-21	21-22	ELA	MATH	SCI
Disadvantaged	28,527	17,227	11,855	1.29%	1.29%	1.35%
Not Identified as Disadvantaged	14,265	10,907	9,234	N/A	N/A	N/A

Component 4A

Include a plan and timeline for improving the implementation of its guidelines for participation in the alternate assessment.

The Department continues to make significant progress in improving the use of state guidelines for participation in the alternate assessment through Ohio's Alternate Assessment Participation Decision-Making Tool. The 2021-2022 school year was the second full year of implementation for Ohio's required decision-making tool. We are encouraged that participation numbers on the alternate assessment decreased from spring 2021 to spring 2022 (See Table 1).

The Department has taken and will continue to take the following actions for improving the implementation of guidelines for participation in the alternate assessment by:

- Requiring districts and community schools to utilize Ohio's Alternate Assessment Participation Decision-Making Tool.
- Providing Ohio's districts and community schools with Special Education Profiles and Special Education Ratings that identifies alternate assessment participation data.
- Notifying districts and community schools of Tier 3 identification regarding alternate assessment participation data above 1.0%.
- Developing resources to assist districts and community schools, as well as IEP teams with appropriate alternate assessment eligibility.
- Providing biweekly office hours during the alternate assessment testing window to provide technical assistance to educators, state support teams and parents.
- Participating in the monthly Improving Outcomes for Learners with Complex Needs network meeting partnering with OCALI and state support team consultants.
- Collaborating with the Department's supports and monitoring and data teams to identify systemic practices to support Tier 2 and Tier 3 identified districts.
- The Office of Assessment, Office for Exceptional Children and OCALI will collaborate with state support team alternate assessment trainers to meet biweekly during the test administration window to discuss implementation of the Alternate Assessment Participation Decision-Making Tool and test administrator training.

Evidence of Progress

Since the implementation of clarified eligibility guidelines in October 2020, Ohio has reduced alternate assessment participation significantly. A beneficial measure the Office of Assessment, Office for Exceptional Children and OCALI took during the spring 2022 test administration window was to meet weekly with state support team trainers between Jan. 18, 2022, and April 8, 2022, to discuss the use of the Alternate Assessment Participation Decision-Making Tool and test administrator training.

The 2022-2023 school year will continue the focus that only eligible students with the most significant cognitive disabilities participate in the assessment. Activities include an optional support guide for districts with participation of 1.1%-3.4%. The Alternate Assessment Self-Reflection Guide (*Appendix C*) is an optional resource for districts that have been identified as needing moderate support based on their alternate assessment participation data. The alternate assessment self-reflection guide is designed to support districts in their data review process to address the appropriate eligibility of student participation in the alternate

assessment. This guide will best serve districts that are interested in being proactive regarding their alternate assessment participation rates. Each section provides the Department's best practices along with guiding questions and resources. The guide will be sent directly to identified Tier 2 districts in January 2023. The Alternate Assessment Self-Reflection Guide has not yet been publicized or utilized by districts and community schools. The Department requested engagement and feedback from a sample of districts before finalizing.

In January 2023, the Department's Special Education Profiles will identify Tier 3 districts with alternate assessment participation that exceeds 3.5%. The Self-Review Summary Report requires district teams to review the guiding questions that address data-reporting errors, noncompliance of policies, practices and procedures, district staff training, family involvement, student data exploration and disproportionality. The district teams will complete the Disproportionality Calculator with required support from the State Support Teams when disproportionality for alternate assessment participation is an area of concern. District teams will also submit an improvement plan with long- and short-term goals to complete by Sept. 29, 2023.

Timeline for Improving Implementation of Guidelines

Sept. 2021 through May 2022: The Alternate Assessment Workgroup provided training and support to external stakeholder groups, including the following:

- The State Advisory Panel for Exceptional Children (SAPEC)
- The Ohio Association of Pupil Services Administrators (OAPSA)
- The Ohio Statewide Testing and Students with Disabilities Advisory Committee
- The Ohio Assistive Technology and Accessible Educational Materials network
- The Low Incidence and Autism Spectrum Disorder network
- The State Support Team Directors
- The State Support Team Alternate Assessment trainers
- The Alternate Assessment Content and Fairness review committees
- The Ohio Test Steering Committee
- The Council of Chief State School Officers (CCSSO) State Collaborative on Assessment, Standards and Education of Students with Disabilities (ASES)
- The National Center for Educational Outcomes (NCEO)
- The TIES Center
- The Ohio State University Family Engagement Center
- Central Ohio Special Education Administrators (COSEAS)
- Urban District Special Education Directors
- The Ohio State University: Center on Education and Training for Employment (CETE)
- The OCALI Outreach Center for Deafness and Blindness
- Educational Services Centers

Component 4B

Include additional steps to support and provide oversight to each district or community school projected to exceed the 1 percent threshold.

Tiered Intervention and Monitoring Plan

The Department continues to work with districts and community schools directly and through assistance of the State's 16 regional [state support teams](#) to ensure appropriate participation in the Alternate Assessment for Students with the Most Significant Cognitive Disabilities. The cornerstone of the Department's multifaceted approach is a system of tiered intervention and monitoring designed to improve application of state guidelines for participation in the Alternate Assessment for Students with Significant Cognitive Disabilities. For Tier 1

districts and community schools, the Department provides professional learning opportunities, tools and resources. For Tier 2 and 3 districts and community schools, the Department collaborates with state support teams to provide additional intervention, support and monitoring through the self-review summary report and improvement plan process in addition to other training opportunities.

Using submitted justifications, Ohio School Report Card data and Special Education Profiles, the Department annually identifies the districts and community schools with the greatest need of intervention and support. Of the 559 school districts and community schools above 1.0% participation in school year 2021-2022, the Department maintained 83 for Tier 3 intervention during 2021-2022. In 2021-2022, 52 districts were notified of their status for required Tier 3 intervention in December 2021. Each of the 16 regions in the state supported approximately five traditional districts and community schools identified. The Department uses a multi-point rubric to identify districts for tiered monitoring and support. Additional information is listed in the 2022-2023 Alternate Assessment Indicator Manual.

Evidence of Progress: Tier 3

Tier 3 support is provided to districts and community schools that are identified as needing significant support. This tier includes continued Tier 1 and Tier 2 support.

Intervention and monitoring processes related to alternate assessment were strengthened greatly in 2021-2022 due to the use of the Special Education Profiles and Compliance Dashboard. These two resources allowed the Department and state support teams to work together to assist and monitor improvement efforts in Tier 3 districts and community schools. The Special Education Profiles informed districts and community schools of their Tier 3 status and the required action steps. The Compliance Dashboard is an interactive system that allows districts to read and respond to comments from the Department, submit self-reviews and improvement plans and upload documentation of completed action steps. Specialists in the Department's Office for Exceptional Children review and monitor the documentation. State support teams assisted district teams with analyzing data using the Self-Review Summary Report, developing, and submitting improvement plans, and implementing planned action steps.

The alternate assessment workgroup created a survey to gather input from participants on the effectiveness of the Department's professional development sessions, family resources, and newly developed one-page flyer. During the 2021-2022 school year, the team facilitated five sessions to family and community engagement networks such as:

- The Ohio Statewide Family Engagement Center
- The Ohio State University's Center on Education and Training for Employment
- The State Advisory Panel for Exceptional Children
- Ohio's Urban Special Education Directors
- State Support Teams

These family and community engagement networks included parent mentors, intervention specialists, related service providers, special education administrators and education consultants. The professional development sessions provided an overview of Ohio's online adaptive alternate assessment eligibility guidelines and resources for districts, IEP teams and parents. Decision making on how graduation scores were determined for the alternate assessment in graduation years of 2023 and beyond was also shared. As a result, we expect participants to feel empowered to utilize Ohio's accessible decision-making tool and newly developed family resources. After attending these sessions, the goal is for participants to be able to easily access and utilize these resources as well as be able to disseminate to others as needed. The resources were evaluated based on their usefulness after the meeting and the results from respondents are below. The total number of survey

respondents was 37 from March 24 to May 13, 2022.

Please see Appendix G for notable comments.

Topics	Extremely useful	Useful	Somewhat Useful
Decision-Making Tool Guidance	59%	38%	2%
Frequently Asked Question's Guidance	56.8%	43.2%	N/A
One-Page Flyer	70.3%	27%	2.7%

OCALI Teaching Diverse Learners Center launched the website [Access to the General Education Curriculum](#) in 2021. The site is designed to provide information and guidance to educators working with learners beginning in kindergarten or when the student is identified as a student with complex communication, sensory, motor and/or cognitive needs. The site especially addresses instructional supports for learners who have a range of needs but do not qualify for Ohio's Alternate Assessment based on Ohio's Alternate Assessment Decision-Making Tool.

In the table below, OCALI's Access to the General Education Curriculum website (<https://literacyaccessforall.org/>) data is shown reflecting all users' usage from July 1, 2021, to June 22, 2022.

The majority of users include:

- General and Special Educators
- Literacy Specialists
- Speech-Language Pathologists
- Psychologists
- Occupational Therapists
- Behavior Specialists
- Job Coaches
- Social Workers
- Early Childhood, Secondary, and Adult Services Administrators
- Higher Education: Faculty and Students
- Parent Mentors
- Assistive Technology Specialists
- Regional and State Education Agency Consultants

Total Views	Total Users	Total New Users	Avg. Views Per User	Avg. Engagement Time	Total Downloads
40,294	5,900	5,840	6.83	4 min. 35 seconds	1,455

Evidence of Progress: Tier 3

Tier 3 support is for districts and community schools that have participation above 3.5% requiring intensive support.

The Department provided technical assistance and resources to Tier 3 districts and community schools as outlined in the 2021-2022 waiver extension request. Evidence of implementation for each action step is listed in Table 5 below. Some of the sample documents referenced are available via web-based links or are available in the appendices (marked with an asterisk).

Table 5: Evidence of Tier 3 Progress 2021-2022

Planned Action Steps	Evidence of Implementation 2021-2022
<p>1. Districts and community schools will, with the assistance of the Department and state support team consultants, construct goals to be included in improvement plans for appropriately identifying students for participation in the alternate assessment. Improvement plans should include measurable outcomes, timelines, frameworks for technical assistance, updated procedures, and training opportunities.</p>	<ul style="list-style-type: none"> • Office for Exceptional Children Special Education Program Monitoring Process • District Self-Review Summary Report* • District Improvement Plan Template*
<p>2. Conduct a targeted analysis of student participation in alternate assessment by 1) socioeconomic status, 2) race and ethnicity and 3) disability category. This analysis will include data at the state level. An analysis of disproportionality data will help the Department identify statewide trends and support local districts and community schools in improving their use of alternate assessments.</p>	<ul style="list-style-type: none"> • Disproportionality Data from Data Team • Equity in Special Education: Disproportionality • National Center for Educational Outcomes Disproportionality Guidance • 2021-2022 Alternate Assessment Indicator Manual • Disproportionality Calculator
<p>3. The Department and state support team consultants will assist districts and community schools with analysis of subgroup participation data to identify and address any disproportionalities in assignment of subgroups to the alternate assessment. Districts and community schools with significant disproportionalities will address the root causes as part of their improvement plans.</p>	<ul style="list-style-type: none"> • District Self-Review Summary Report* • District Improvement Plan Template* • Special Education Profiles*
<p>4. Continue the rigor of the self-review summary report for Tier 3 districts and community schools. The Department will continue to engage districts and community schools in a rigorous data analysis, especially concerning disproportionality data utilizing the disproportionality calculator.</p>	<ul style="list-style-type: none"> • Self-Review Summary Report • Disproportionality Calculator • Disproportionality Data from Data Team (See Table 3) • Develop Tier 2 Self Reflection Guide* • 2022-2023 Alternate Assessment Indicator Manual* • InspirEd, Closer Look At Special Education Profiles: Part 1 and Part 2

<p>5. Continue to receive technical assistance from the National Center for Educational Outcomes (NCEO) as well as participate in the 1% Community of Practice and Peer Learning Groups hosted by NCEO and the TIES Center.</p>	<ul style="list-style-type: none"> • Participated and presented in bi-weekly community of practice meetings hosted by the National Center for Educational Outcomes • Discontinued technical assistance in October 2021
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Evidence of Progress: Tier 2

Tier 2 support is for districts and community schools that need moderate support. This tier includes continued Tier 1 support.

The Department provided technical assistance and resources as outlined in the 2021-2022 waiver. Evidence of implementation for each action step is listed in Table 6 below. Some of the sample documents referenced are available via web-based links or are available in the appendices (marked with an asterisk).

Table 6: Evidence of Tier 2 Progress 2021-2022

Planned Action Steps	Evidence of Implementation 2021-2022
<p>1. Department staff, in collaboration with state support team consultants, will lead regional and local professional learning opportunities focusing on analyzing data and reviewing special education records.</p>	<ul style="list-style-type: none"> • Regional meetings with special education administrators • Ohio Statewide Testing and Students with Disabilities Advisory Committee meetings* • Presentations at Ohio Association of Pupil Service Administrators meetings and other professional organizations* • Finalizing the One Plan for district implementation in 2023-2024
<p>2. Department staff, in collaboration with state support team consultants, will provide training opportunities for special education leaders, as well as district and school administrators to ensure IEP teams have the necessary resources and are using them properly.</p>	<ul style="list-style-type: none"> • Regional meetings with special education administrators • Presentations at Ohio Association of Pupil Service Administrators meetings and other professional organizations*
<p>3. The Department will develop training resources to address disproportionality in the assignment of subgroups of students to the alternate assessment.</p>	<ul style="list-style-type: none"> • Office for Exceptional Children Special Education Program Monitoring Process • Universal Support Training Materials • Alternate Assessment Decision-Making Tool • Disproportionality Calculator
<p>4. Expand the State Support Team Alternate Assessment Participation Professional Development Toolkit with new and updated content on how to apply the participation criteria, fully engage parents and improve their understanding of the alternate assessment participation decision making process, and other elements</p>	<ul style="list-style-type: none"> • https://literacyaccessforall.org/ • SST Training Data Collection MS Form* • Testimonies from districts • Sharing of resources • OCALI website hits on Instruction* • State Support Team 1% Equitable Instruction Meetings • State Support Team and school districts alternate assessment office hours during testing window • 2021-2022 Alternate Assessment Indicator Manual*

<p>covered in the self-review summary report. Regional and local professional development will provide opportunities to dispel some of the misunderstandings observed in district and community school justification forms.</p>	
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Evidence of Progress: Tier 1

Tier 1 support is for districts and community schools that are above the 1.0% participation threshold, as well as any districts or community schools seeking assistance with alternate assessment participation.

The Department provided technical assistance and resources as outlined in the 2021-2022 waiver. Evidence of implementation for each action step is listed in Table 7 below. Some of the sample documents referenced are available via web-based links or listed in the appendices (marked with an asterisk).

Table 7: Evidence of Tier 1 Progress 2021-2022

Planned Action Steps	Evidence of Implementation 2021-2022
<p>1. The Department will continue to implement resources on appropriate alternate assessment participation.</p>	<ul style="list-style-type: none"> • Alternate Assessment Participation Decision-Making Tool • Spring 2022 Alternate Assessment Directions for Administration Manual • Online Test Administration Certification Course
<p>2. The Department will present at statewide conferences and other events for teachers, administrators and families.</p>	<ul style="list-style-type: none"> • State Support Team weekly meetings during the test administration window • The State Advisory Panel for Exceptional Children (SAPEC) • The Ohio Association of Pupil Services Administrators (OAPSA) • The Ohio State University Family Engagement Center • The Ohio Statewide Testing and Students with Disabilities Advisory Committee • The Ohio Assistive Technology and Accessible Educational Materials network • Improving Outcomes for Learners with Complex Needs

<p>3. State support teams will continue to provide support on decision-making processes for Alternate Assessment for Students with the Most Significant Cognitive Disabilities participation.</p>	<ul style="list-style-type: none"> • Alternate assessment participation rates added to Special Education Profiles and Ratings* • Ohio Statewide Testing and Students with Disabilities Advisory Committee Meetings* • Decision Framework for Alternate Assessment Participation Guidelines • Frequently Asked Questions over the Alternate Assessment (English and Spanish) • Online Test Administration Certification Course • Alternate Assessment 1-Page Flyer • Alternate Assessment Practice Site • Alternate Assessment Item Release Site
<p>4. Parent and family engagement staff will work with districts and community schools to ensure families understand how IEP decisions about alternate assessment participation are appropriately made and the implications of participation in the alternate assessment for students.</p>	<ul style="list-style-type: none"> • Decision Framework (Flowchart) for Alternate Assessment Participation Guidelines • Ohio Learning Standards – Extended • Spring 2022 Alternate Assessment Test Administration Manual • Frequently Asked Questions over the Alternate Assessment (English - Spanish) • Alternate Assessment 1-Page Flyer • Alternate Assessment Practice Site*
<p>5. Technical support from the Department is available to all stakeholders through phone support and a dedicated email address (AAparticipation@education.ohio.gov).</p>	<ul style="list-style-type: none"> • Email support provided by Department staff via AAparticipation@education.ohio.gov • Phone support provided by Department staff at 614-466-2650 or 1-877-644-6338 • ODE AASCD Web Page • Ohio Alternate Assessment Test Portal

ACTION STEPS FOR 2022-2023

1. The Department will conduct a targeted analysis of state-level alternate assessment data by disaggregating student alternate assessment participation data by 1) socioeconomic status, 2) race and ethnicity, 3) disability category and 4) English Learner status. Analysis of this data will direct improved guidance to regional teams that are supporting local Tier 3 districts and community schools in tiered monitoring support.
2. The Department will continue to develop and disseminate resources and training to districts and families about alternate assessment eligibility. The Department will continue partnership with OCALI to produce instructional support material and training resources to address students who transition to the general assessment. Regional and local professional development will continue to dispel misunderstandings observed in district and community school justification forms.
3. Continue participation in national networks and learning opportunities for state staff. Working collaboratively with members of the Council of Chief State School Officers (CCSSO), Assessment, Standards and Education of Students with Disabilities (ASES) State Collaborative on Assessment, Standards and Students (SCASS), and National Center on Educational Outcomes (NCEO).
4. The Department will concurrently review and revise Ohio's Learning Standards and Ohio's Learning Standards – Extended to ensure grade-level access to the general education curriculum for students with the most significant cognitive disabilities. During the 2022-2023 school year, the Department will revise English language arts content standards.

APPENDICES

- A. Alternate Assessment One-Page Flyer (Family Resource)
- B. Alternate Assessment Participation Decision-Making Tool Frequently Asked Questions
- C. District Alternate Assessment Self-Reflection Guide
- D. District Self-Review Summary Report template
- E. District Improvement Plan template
- F. 2022-2023 Special Education Profile Required Actions Manual: Indicator Alternate Assessment
- G. Alternate Assessment Professional Development Survey Feedback: Notable Comments
- H. Ohio Statewide Testing and Students with Disabilities Advisory Committee: Sample meeting agendas
- I. Presentations at Ohio Association of Pupil Service Administrators meetings and other professional organizations: Sample agendas
- J. State Advisory Panel for Exceptional Children: Sample agendas
- K. State Support Team Alternate Assessment Trainers: Sample agendas
- L. Monthly state support team Directors' Meetings: Sample agendas

Appendix A

Alternate Assessments

for Students with the Most Significant Cognitive Disabilities

Ohio's Alternate Assessment for Students with the most Significant Cognitive Disabilities (AASCD), or alternate assessment, is the federally required state assessment for students with the most significant cognitive disabilities. The alternate assessment is based on Ohio's Learning Standards—Extended (OLS-E). It allows a very small population of students with the most significant cognitive disabilities to demonstrate their knowledge and skills on an appropriate assessment.



What Families Should Know About Alternate Assessments

Deciding whether a child should take the alternate assessment can be challenging. Some families worry their children may feel stress taking regular state tests. At the same time, families also worry others will not expect as much from children who take the alternate assessment. This document offers information to help families better understand the alternate assessment and how to make this decision with the IEP team.

How the IEP Team Decides a Child Qualifies for the Alternate Assessment

A student's Individualized Education Program (IEP) team uses a wide range of sources to determine alternate assessment eligibility. These may include:

- Work samples;
- Results from formative assessments;
- Universal screeners and diagnostic assessments;
- Data from evidence-based interventions;
- Support needs assessments;
- Assistive technology assessment;
- The learner profile;
- Daily services and supports provided by an aide or paraprofessional; or
- Daily instructional supports provided by intervention specialists.

A student's IQ test score or specific disability alone cannot determine if the student has a significant cognitive disability. Significant cognitive disability is based on understanding the whole child. The alternate assessment is for a small portion of students whose disabilities profoundly impact both their intellectual abilities and most daily living skills.

Testing All Students

State and federal laws require that all students participate in state and district tests. These laws apply to students with the most significant cognitive disabilities too. Students take either the general tests or alternate assessments. When all students participate in testing, it provides important information to the state and schools about how students are learning.

Alternate Assessments

for Students with the Most Significant Cognitive Disabilities

Regular Assessment or Alternate Assessment

Most students with IEPs and significant cognitive disabilities take the regular state assessments. Some of those students may take the regular assessments [with accommodations](#). A student who is blind using an electronic braille writer to complete an assessment is an example of an accommodation. Another example is a student with limited dexterity having more time to type responses. Only students with the most significant cognitive disabilities who cannot take the regular state assessments, even with accommodations, should take the AASCD.

The population of students with the most significant cognitive disabilities who will need to take the alternate assessment is very small. In addition to learning functional life skills, students with the most significant cognitive disabilities must have access to the general curriculum. Students with the most significant cognitive disabilities receive this content through instruction based on Ohio's Learning Standards Extended.

Characteristics of Students who are Eligible for the Alternate Assessment

A student who qualifies for the alternate assessment most likely:

- May be in the process of developing a functional and consistent mode of communication for example, currently nonverbal or uses very limited non-symbolic communication;
- May be inconsistent when expressing their wants and needs. The student likely requires maximum adult assistance to communicate for understanding;
- Requires significantly modified curriculum and instruction using OLS-E and usually does not appear to apply or generalize skills outside the classroom setting;
- Requires layers of supports (accommodations, scaffolding and assistive technologies) to follow directions and daily routine activities; or
- Requires intensive teaching and ongoing support for recreational and navigation skills, not because of physical ability but because of significant cognitive needs.

More Information

To support families and IEP teams, the Ohio Department of Education has developed the Alternate Assessment Participation Decision-Making Tool. The tool was created with partners like parents, teachers and administrators. The tool is required to be used by the IEP team, including the parents, to determine if a student is qualified to take the alternate assessment.

Learn more about the alternate assessment and find the tool on the [Department's website](#).

Appendix B Ohio's Alternate Assessment Participation Decision-Making Tool

Frequently Asked Questions

Background

To guide and support individualized education program (IEP) teams in determining whether a student is most appropriately assessed with an alternate assessment, the Ohio Department of Education, in consultation with parents, teachers, administrators and other stakeholders, developed an Alternate Assessment Participation Decision-Making Tool. The Department received many questions and comments about the decision-making tool from stakeholders during this process. This supplement to the decision-making tool was created to address those questions and concerns.

Each section in this document aligns with the same section of the decision-making tool. Part A of this document covers Part A of the decision-making tool, Part B of this document covers Part B of the tool, etc. This document also includes a section on general questions about the decision-making tool at the end.

Part A – Initial Eligibility

1. **Question 1 asks, “Does the student have a current Individualized Education Program (IEP)?” If the IEP team is considering participation for the student as part of the initial IEP, does that count as current?**

Yes. If this is the student’s initial IEP or the IEP is being reviewed, the team should consider the student to have a current IEP for the purposes of alternate assessment participation decision-making.

2. **What is a significant cognitive disability?**

Significant cognitive disability is not a disability category under the Individuals with Disabilities Education Act (IDEA). A student with a most significant cognitive disability is a student who meets all the criteria in Part B of the tool. Students are eligible to participate in the alternate assessment if they meet all the criteria in sections A through D of the tool.

The reauthorization of the [Individuals with Disabilities Education Act \(IDEA\) of 1997](#) Sec 612(a)(17)(A) first required alternate assessments to be developed. This act defined alternate assessments as being for students “who cannot participate in State and district-wide assessment programs.” The term “students with the most significant cognitive disabilities” was not used until [proposed regulations for the No Child Left Behind Act](#) Sec. 200.3(c) (Federal Register, 2002, p. 51005), released in summer of 2002, introduced the idea of different achievement standards for students with the most significant cognitive disabilities.

The No Child Left Behind Act [Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities: Non-Regulatory Guidance](#) of 2005 (pg. 23) provides an explanation for students with the most significant cognitive disabilities. It states:

Who is eligible to participate in alternate assessments based on alternate achievement standards?

Only students with the most significant cognitive disabilities may be assessed based on alternate achievement standards. The regulation does not create a new category of disability. Rather, the Department intended the term “students with the most significant cognitive disabilities” to include that small number of students who are (1) within one or more of the existing categories of disability under the IDEA (e.g., autism, multiple disabilities, traumatic brain injury, etc.); and (2) whose cognitive impairments may prevent them from attaining grade-level achievement standards, even with the very best instruction.

The Every Student Succeeds Act [§200.6](#) expands on the idea of students with the most significant cognitive disabilities.

(d) *State guidelines for students with the most significant cognitive disabilities.* If a State adopts alternate academic achievement standards for students with the most significant cognitive disabilities and administers an alternate assessment aligned with those standards, the State must—

(1) Establish, consistent with section 612(a)(16)(C) of the IDEA, and monitor implementation of clear and appropriate guidelines for IEP teams to apply in determining, on a case-by-case basis, which students with the most significant cognitive disabilities will be assessed based on alternate academic achievement standards. Such guidelines must include a State definition of “students with the most significant cognitive disabilities” that addresses factors related to cognitive functioning and adaptive behavior, such that—

(i) The identification of a student as having a particular disability as defined in the IDEA or as an English learner does not determine whether a student is a student with the most significant cognitive disabilities;

(ii) A student with the most significant cognitive disabilities is not identified solely on the basis of the student's previous low academic achievement, or the student's previous need for accommodations to participate in general State or districtwide assessments; and

(iii) A student is identified as having the most significant cognitive disabilities because the student requires extensive, direct individualized instruction and substantial supports to achieve measurable gains on the challenging State academic content standards for the grade in which the student is enrolled.

3. Why can't a student identified with a specific learning disability or a speech or language impairment (only) qualify for participation in the alternate assessment?

A student with a specific learning disability by definition does not have an intellectual component to his or her disability and therefore cannot be a student with a most significant cognitive disability. The definition of specific learning disability reads, “Specific learning disability does not include learning problems that are primarily the result of visual, hearing or motor disabilities, intellectual disability, emotional disturbance, or environmental, cultural or economic disadvantage.”

A speech or language impairment is a communicative disorder that impacts a student's learning. It also does not have an intellectual aspect.

4. Why are the Individuals with Disabilities Education Act (IDEA) categories, Deafness/Hearing Impairment, Emotional Disturbance, Orthopedic Impairment, Other Health Impaired, and Visual Impairment in the middle column on the tool?

Students identified with these disability categories will very rarely be students with most significant cognitive disabilities and therefore very rarely qualify for the alternate assessment. However, there may be situations when the IEP team identifies a student as having one of these disability types even

though the student is a student with a most significant cognitive disability. This should be a very rare occurrence. If a student's cognitive disability is so significant the student would qualify for the alternate assessment, then the disability would not be the student's identified disability type. For example, if a student has a visual impairment and has a most significant cognitive disability, then multiple disability likely would be a more appropriate designation.

5. Why are the Individuals with Disabilities Education Act (IDEA) categories, Autism, Deaf-Blindness, Intellectual Disability, Multiple Disabilities and Traumatic Brain Injury bolded in the tool?

Students identified in these five categories likely have significant cognitive disabilities. However, even within these five categories, not all students will have **most** significant cognitive disabilities and qualify for the alternate assessment.

Part B – Determining Most Significant Cognitive Disability

6. Why doesn't the decision-making tool use IQ as a determining criterion?

We know today that IQ is not fixed. In a day and age where growth mindset and presumed competence are promoted, the use of these kinds of labels and markers for learners seems counterproductive and discriminatory.

As Dr. Martha Snell from the University of Virginia pointed out in [an interview](#) about the 2010 American Association on Intellectual and Developmental Disabilities Definition Manual, "It has been 17 years since we began the shift in focus to supports and away from deficiencies." She continued, "If you provide an individual with the supports that they actually need to achieve valued outcomes, the focus is on what they can learn and what they can do rather than on numbers of IQ points and what an individual cannot achieve."

7. In the Conceptual Domain of this section, why were the following statements included in their associated columns:

- "The student may have been referred for an initial evaluation during elementary school due to academic difficulties" (column 2);
- "The student may have been referred for an evaluation in preschool or kindergarten based on developmental differences" (column 3); and
- "The student was most likely identified with developmental delays as an infant or toddler and received early intervention services through the Help-Me-Grow/ Birth-to-3 programs" (column 4)?

While not always true, students with the most significant cognitive disabilities commonly are identified and begin to receive services at a very early age. This progression of evaluations reflects the typical timelines students with varying degrees of disability are first identified and served.

8. Why must a student's characteristics fall into column 4 of all three adaptive behavior domains to be eligible?

Students who have the most significant cognitive disabilities will have very significant deficits in all adaptive behavior domains. Only the descriptors in column 4 describe these very significant deficits.

9. Does the student's cultural and socioeconomic context matter when determining placement in a column for adaptive behavior?

Yes. When determining limitations in adaptive behavior for students, teams should be careful to separate intellectual disabilities from external factors that are not related to students' cognitive functioning.

For example, in some scenarios, due to a student's home situation, the student may not have good hygiene, but this is not related to the student's intellectual level. The student may not have been taught or had access to resources for hygiene or good personal hygiene might not have been viewed as a cultural priority (as the student's parents, family and/or friends may be similar).

10. What does presume competence mean?

In 2005, Cheryl Jorgensen published an article titled [The Least Dangerous Assumption: A Challenge to Create a New Paradigm](#). In this article, she quoted another respected researcher in special education, Anne Donnellan, who in 1984 wrote, "the criterion of least dangerous assumption holds that in the absence of conclusive data, educational decisions ought to be based on assumptions which, if incorrect, will have the least dangerous effect on the likelihood that students will be able to function independently as adults." She went on, "we should assume that poor performance is due to instructional inadequacy rather than to student deficits." Thus, Dr. Jorgensen argued that presuming competence when addressing students with significant cognitive disabilities is the least dangerous thing to do because to do otherwise is more likely to result in harm through fewer educational opportunities, inferior literacy instruction, a segregated education, and fewer choices as an adult.

In the decision-making tool, presuming competence means that in the absence of a clear choice between two columns, it is more beneficial to the student to assume the student can do more rather than less.

Part C - Determining if the student requires extensive direct individualized instruction aligned to Ohio's Learning Standards – Extended and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.

11. What does building the base skills zone mean?

Building the base skills zone is a section of the [learning progressions](#) that provides a list of individual skills or knowledge that lead up to or are part of the extended and general standards.

12. What does engagement skills zone mean?

The engagement skills zone is a section of the [learning progressions](#) that provides descriptions of engagement skills linked to grade-level learning.

13. Do all students who qualify for the alternate assessment really have assistive technology needs?

Yes. Given there are more than 10 domains of assistive technology, nearly all students with disabilities will have some assistive technology needs. Students with the most significant cognitive disabilities always will need some type of assistive technology because of the pervasiveness and severity of their disabilities that can impact access to communication, motor skills, mobility, seating/positioning, literacy, mathematics, executive functioning, vision, hearing, etc.

14. Is a formal assistive technology evaluation required for a student to have assistive technology?

No. An assistive technology evaluation is best practice in determining the feature match between a student's strengths and needs and features of assistive technology tools. This research, trial, data collection and evaluation process ensures a better match before money is spent on purchasing assistive technology.

Assistive technology should be considered for every student with an IEP. Consideration goes beyond simply checking “yes” or “no” on the IEP but is a careful and thoughtful discussion that focuses on the student’s needs and abilities, environments, tasks and how the student might be supported by assistive technology. The results of the assistive technology consideration discussion may indicate the need for a more in depth [assistive technology assessment](#).

15. Are “low-tech” solutions still considered assistive technology?

Yes. Low-tech assistive technology most often is defined as a tool or device where no battery or electricity is required to operate it. Students with disabilities can benefit from a broad spectrum of low-tech assistive technology tools.

16. What does it mean to feature match assistive technology?

Feature matching is a decision-making process by which IEP or Assistive Technology teams match a student’s strengths and needs to assistive technology features.

17. Why does Part C allow a student to meet the criteria to participate in the alternate assessment if the student’s characteristics are in columns 3 or 4, while in Part B, the student characteristics must all be in column 4?

Students who have the most significant cognitive disabilities will have very significant deficits in all adaptive behavior domains. Only the descriptors in column 4 describe these very significant deficits. However, students with the most significant cognitive disabilities can have varying levels of instructional needs that exceed the least complex level (column 4 only).

Part D – Additional Considerations

18. Why does this document start by reviewing the disability category when the first bullet in this section says participation determination isn’t made based solely on disability category or label?

Students with severe learning disabilities, by definition, cannot have cognitive disabilities and therefore cannot participate in the alternate assessment. Students with speech impairment only also will never qualify. Students identified in categories marked as proceed with caution rarely will qualify since these students do not typically have cognitive disabilities significant enough to qualify for alternate assessment participation. If they do have most significant cognitive disabilities, they should be identified with a different category. For example, if a student is blind and meets the criteria for participation in the alternate assessment, a more appropriate category is multiple disability.

When the tool states participation determination is not made based solely on disability category or label, this means a team should not make the decision for a student to participate in the alternate assessment because of the student’s identified disability category without going through all parts of the tool. There is no disability category in which all students identified with that disability will qualify.

General Questions

19. Does the decision-making tool need to be completed every year? Does it need to be signed and kept in the student’s file or attached to the IEP?

IEP teams must review the decision-making tool at least annually if participation in the alternate assessment is being considered and at each IEP meeting where participation in the alternate assessment is discussed. All members of the IEP team listed on the tool must sign the tool. Attach the completed form to the student’s IEP.

20. Does there have to be data to support each decision-making point?

Yes. For all parts of the decision-making tool, decisions must be data driven. Exactly what data evidence is used depends on what is being considered. Examples of data include results from formative assessments, data from evidence-based interventions, information from multiple sections of the IEP, assistive technology assessment data, learner profile or cumulative folder data documenting supports and services, and more.

21. What does the team do when it is having difficulty in determining which column to select?

Go back to the data to review current evidence. It may be necessary to collect additional information. In the absence of additional data, presume competence and select the column that represents the present evidence.

When considering which column best describes a student, the team should take a holistic approach to the student's characteristics. Do not tally the number of characteristics in each column to make a decision, rather consider which column overall best represents the student.

22. What should the IEP team do if the student has taken the alternate assessment in previous years but the team determines the student no longer is eligible to participate in the alternate assessment?

Sometimes IEP teams determine that a student who previously participated in the alternate assessment no longer qualifies. If a student does not qualify for the alternate assessment, the team should switch the student to the general assessment, most likely with accommodations. The team also should consider other elements of the student's program, such as whether the student requires new or additional assistive technology and whether the student should be moved to a more inclusive setting. Instructional practices and support services should be considered that may allow the student to make progress in the general education curriculum. Teams should continue to hold high expectations for all students with disabilities and focus on each student's individual strengths, understanding that all students with disabilities first and foremost are general education students.

23. After the IEP team completed the decision-making tool, the student does not qualify for participation in the alternate assessment. However, the team believes the student is unable to take the general assessments and show what the student knows and can do. Can the student still take the alternate assessment?

No. Only students who meet all criteria for participation in the alternate assessment may take the alternate assessment.

24. In our school, students in our self-contained classrooms for students with intellectual disabilities take the alternate assessment. Do the IEP teams of these students have to use the decision-making tool to determine if each of these students qualify for participation in the alternate assessment?

Yes. Participation in the alternate assessment is an IEP team decision for each individual student. Where a student is placed is not a criterion for participation in the alternate assessment. Only students who meet all criteria for participation in the alternate assessment may take the alternate assessment.

25. The IEP team feels the student it is considering for alternate assessment will not perform well on the general assessments and this will impact the school and district report cards and reflect poorly in teacher evaluations. Since the district has less than 1% of the total student population participating in the alternate assessment, is it okay to include additional students who do not

meet all criteria for alternate assessment participation to the alternate assessment until the district reaches the 1% threshold?

Only students who meet all criteria for participation in the alternate assessment may take the alternate assessment. Some districts will have less than 1% participation in the alternate assessment. Districts and schools should not try to maximize their 1% threshold to improve school and district report cards or teacher evaluations. Student participation in the alternate assessment must not be based on anticipated negative impact on school or district report cards or teacher evaluations.

26. The IEP team is considering a student for participation in the alternate assessment. This student “melts down” when confronted with difficult tasks, such as taking the general assessments. The student does not meet all the criteria for participation in the alternate assessment, but the team feels it would be better for the student emotionally. May the student take the alternate assessment?

Only students who meet all criteria for participation in the alternate assessment may take the alternate assessment. If a student does not meet all criteria for participation in the alternate assessment but struggles taking the general assessments, it is imperative the IEP team consider all available testing accessibility features. For a student who gets frustrated easily during testing, the team may consider features such as one-on-one test administration, a familiar test administrator, music, white noise or ear plugs, the time of day the student will test, taking frequent breaks and the location the student will test. The student also may benefit from assistive technology and frequent opportunities to practice test taking.

27. The student does not qualify for the alternate assessment according to the decision-making tool, but the IEP team feels the needs of the child should supersede the decision-making tool and taking the alternate assessment still is the best option for the student. Does this tool supersede the IEP team’s decision-making process?

No. The decision-making tool provides the necessary information IEP teams must use to make the appropriate determination. The Every Student Succeeds Act [§200.6](#) requires states establish, consistent with [section 612 of the IDEA](#), and monitor implementation of clear and appropriate guidelines for Individualized Educational Program teams to apply in determining, on a case-by-case basis, which students with the most significant cognitive disabilities will be assessed based on alternate academic achievement standards. It is the role of the IEP team to determine if a student meets the guidelines for participation. Only students who meet all criteria for participation in the alternate assessment may take the alternate assessment.



District Alternate Assessment Self-Reflection Guide

Purpose of this guide: The District Alternate Assessment Self-Reflection Guide is an optional resource for districts who may need support based on their alternate assessment participation data. The Department is required to ensure districts are only testing eligible students with the alternate assessment. This self-reflection guide is designed to support districts in their data review process to address the appropriate eligibility of student participation in the alternate assessment. This guide best serves districts who are interested in being proactive regarding their alternate assessment participation rates. Each section provides the Department's best-practices following Every Student Succeeds Act* along with guiding questions and resources.

Section A
<p><u>Data Gathering and Reporting:</u> The following data are required to be reported to the Department: EMIS Data, alternate assessment testing data, district justifications.</p>
<p><u>Guiding Questions:</u></p> <ol style="list-style-type: none"> 1. What steps does your district take to ensure that all required data are accurately reported to the Ohio Department of Education? 2. How will you know if there is a data error? 3. If there is a data error, who is responsible for changes and updates? What steps are taken to avoid reporting errors in the future?
<p><u>Resource(s):</u></p> <ol style="list-style-type: none"> 1. Ohio's Special Education Profiles
Section B
<p><u>Policies, Practices and Procedures:</u> All decisions about alternate assessment eligibility are made annually beginning in grade 3 by the IEP team during the IEP meeting, based on the use of Ohio's Alternate Assessment Decision Making Tool - with family input, using detailed data as evidence in each section of the rubric.</p>
<p><u>Guiding Questions:</u></p> <ol style="list-style-type: none"> 1. In what grade level(s) do IEP teams begin making decisions about alternate assessment eligibility and participation? At what grade level is eligibility being revisited annually? How do IEP teams ensure that alternate assessment eligibility decisions are not made too soon, for example in grades K-2? 2. How does the district ensure district-wide implementation of the alternate assessment decision-making rules? 3. What data (assessment tools/collections of evidence) is referenced during alternate assessment eligibility decision-making?
<p><u>Resource(s):</u></p> <ol style="list-style-type: none"> 1. Ohio's AA Decision Making Tool 2. See https://literacyaccessforall.org/ for more information on screening, diagnostic and formative data collection
Section C
<p><u>Training for District Staff Regarding Alternate Assessment:</u> All district staff who administer the alternate assessment must be trained using state training resources and documents, this includes administrators who have the responsibility of providing oversight for the administration of the alternate assessment. It is recommended that administrators who provide oversight for the alternate assessment be trained and use the Ohio Department of Education's training resources and documents (see resources below).</p>

**ESEA section 1111(b)(2)(D) and 34 CFR 200.6(c) and (d) contain requirements for the participation of students with the most significant cognitive disabilities in the AA-AAAS. ESEA section 1111(b)(2)(D)(i)(I) limits the total number of students with the most significant cognitive disabilities who are assessed Statewide with an AA-AAAS to 1.0 percent of the total number of students in the State who are assessed in that subject. As described in 34 CFR 200.6(c)(3), a State may not prohibit an LEA from assessing more than 1.0 percent of its assessed students with an AA-AAAS. However, a State must require an LEA that assesses more than 1.0 percent of its assessed students in any subject with an AA-AAAS to submit information to the State justifying the need to exceed the 1.0 percent threshold.*

Guiding Questions:

1. Who provides the training for alternate assessment determination? ([Online Alternate Assessment Test Administration Certification](#), state support team training, district training, other)
2. How are staff trained to administer the alternate assessment before the test window opens?
3. How are all other IEP team members and new team members trained/informed about alternate assessment decision and participation rules and data management?
4. Who monitors training?

Resource(s):

1. [Online Alternate Assessment Test Administration Certification](#)
2. [Regional Professional Development](#)
3. [Ohio's Alternate Assessment State Resources](#)
4. [Ohio's AA Decision Making Tool](#)

Section D

Family Engagement:

Families are engaged and included in:

1. Families are informed about alternate assessment eligibility guidelines using Ohio's Alternate Assessment Decision Making Tool.
2. Families are participating members of the IEP team when alternate assessment decisions are being made.
3. Families know about the long-term implications of taking the alternate assessment – specifically related to graduation and post school outcomes.

Guiding Questions:

1. How are families informed about alternate assessment eligibility criterion and decision making?
2. How are families engaged and included in alternate assessment decision making around state and district testing/assessment?
3. How are families, along with the IEP team, following the guidelines established by the State (ESEA/ESSA 612(a)(16)(C) p.115) to determine eligibility for the alternate assessment?
4. How are families informed about the long-term implications of taking the alternate assessment? (Topics to consider: Graduation, diploma, post-secondary, etc.)

Resource(s):

1. [Ohio's Alternate Assessment Website](#)
2. [NCEO: Start with The End in Mind](#)
3. [How will taking the alternate assessment affect my child/child's future?](#)

Section E

District and Building Data Exploration:

Districts ensure that:

1. IEP teams use detailed data as evidence in each section of Ohio's Alternate Assessment Decision Making Tool rubric for every student.
2. Districts review indicator 3 data for trends and patterns that would indicate overidentification or disproportionality in one or more sub-groups.

Guiding Questions:

Identify the percentage of students in your district participating in Ohio's alternate assessment in grades 3-8 and high school for English language arts, math, and science. Alternate Assessment Participation Calculation is the number of students with disabilities taking the alternate assessment for the first time (numerator) divided by all tested students (denominator).

Districts should engage in discussions about:

1. How is district alternate assessment participation data reviewed? By whom? How often?
2. Are there specific patterns that have emerged because of this alternate assessment participation data review?
3. Are there students represented in district data in disability categories that do not typically include students with significant cognitive disabilities (e.g., specific learning disability, speech or language impairment, visual impairment, hearing impairment, emotional disturbance) taking the alternate assessment? If so, why?
4. How does your district ensure that IEP teams use detailed data as evidence in each section of Ohio's Alternate Assessment Decision Making Tool rubric for every student in out-of-district placements? (County Board of Developmental Disabilities, Educational Service Centers, court placement, foster care, etc.)

Resource(s):

1. [InspirEd webinar](#)
2. [Ohio's Special Education Profiles](#)

Section F

District Examines Disproportionality:

Districts review indicator 3 data for trends, patterns or red flags that would indicate overidentification or disproportionality in one or more sub-groups. (Disability category, gender, racial/ethnicity, economic disadvantage, etc.).

Guiding Questions:

1. Regarding alternate assessment eligibility, what specific data have you reviewed to determine if there is a disproportionality problem in the district?
2. Based on this data review, does the district need to address alternate assessment disproportionality?

Resource(s):

1. [Equity in Special Education: Disproportionality](#)
2. [Guidance for Examining Disproportionality of Student Group Participation in Alternate Assessments](#)

Section G

Planning Forward:

Use the space below to begin planning to address next steps in sections A-G.

Guiding Questions:

1. What priority(s) have emerged because of this review?
 - a. What will happen in follow-up as a result?
2. What will the district do differently because of this review?

Resource(s):

1. [State Support Team Contacts](#)
2. Ohio Department of Education, Alternate Assessment Email: AAParticipation@education.ohio.gov

Next Steps:

Indicator: Alternate Assessment Participation Self-Review Summary Report

District:

Internal Retrieval Number (IRN):

District Self-Review Team: The District Self-Review Team will review and discuss the questions, summarize and determine if it is an area of concern. If it is an area of concern, the team will determine the root cause and identify the area’s Priority Rank. A consultant from your district’s regional State Support Team must be listed as a member of your Self-Review Team and assist in completing the Self-Review Summary Report if noncompliance is involved.

Districts must complete and upload the Self-Review Summary Report to the Compliance Dashboard for approval by the Office for Exceptional Children. The Compliance Dashboard can be accessed through OH|ID Workforce.

Name	Title	Date
Submitted by:	Phone:	Email:

Districts with verified Data Reporting Errors: Complete SECTION A only

Districts with Indicator Noncompliance: Complete SECTION B only

Districts with Indicator Noncompliance and Data Reporting Errors: Complete SECTION A and B

Guidelines for the Self-Review Summary Report

The following guidelines will assist the district team in creating a self-review by analyzing district data to establish root cause and prioritize needs. The completed *Self-Review Summary Report* will serve as the foundation for developing *Improvement Plans*.

Step	Instruction
1	The Guiding Questions are divided into topics specific to each indicator and will help the district team review current policies, procedures, practices and internal monitoring systems.
2	Use the Data Gathering questions to record your district’s current systems. Answering all the questions will assist in facilitating a productive discussion when the team is ready to analyze the data collected. This may be completed prior to meeting with the regional state support team.
3	Once the district team (including the SST) has reviewed the Data Gathering questions, use the Data Summary box to summarize district systems/practices in this topic area that could be contributing factors to noncompliance.
4	If the team believes this area to be an Area of Concern, type YES in the green Area of Concern box. If the team believes the area to be a strength, type NO in the green Area of Concern box. The team will have a chance to prioritize these concerns later in the process.
5	For sections where the district team answers NO in the green Area of Concern box, leave the Root Cause box blank and continue to the next set of Data Gathering questions.
6	Utilizing a root cause analysis method, the team will use the recorded information from the Data Summary box to identify the core issue(s) that has led to the noncompliance and consider how future noncompliance can be mitigated. Once the team agrees, record this information in the Root Cause box.
7	As a team, revisit all Areas of Concern where the team answered YES and prioritize them (1,2,3...) in the red box, with 1 being the greatest district concern. You will address all Areas of Concern in the Improvement Plan.
8	This completed report must be uploaded to the Monitoring System, which can be accessed through OH ID Workforce.

SECTION A: If your district has submitted evidence regarding a Data Reporting Error, do not complete the Self-Review Summary Report until the Office for Exceptional Children has reviewed the evidence and communicated verification via the Compliance Dashboard.

Section A: Guiding Questions for Verified Data Reporting Errors
1. Topic: The General Issues report allows districts to identify and correct data-reporting errors before they become findings on the Special Education Profile:

Section A: Guiding Questions for Verified Data Reporting Errors					
Data Gathering: A. Who is responsible for running the General Issues report for your district to be certain preschool transition data is accurate and complete? B. How often is the General Issues report accessed?		Data Summary:	Area of Concern? (Y/N)	Root Cause:	Priority: 1 = highest
2. Topic: District's practices regarding data reporting:					
Data Gathering: A. Who is responsible for identifying and correcting data reporting errors, to include EMIS noncompliance codes? B. What is the practice for correcting data reporting errors, to include EMIS noncompliance codes? C. Who is responsible for being certain corrections to data reporting errors are complete and accurate (cannot be same person)?		Data Summary:	Area of Concern? (Y/N)	Root Cause:	Priority: 1 = highest
3. Topic: District training and technical assistance regarding data reporting:					
Data Gathering: A. What types of technical assistance and training has your district received regarding preschool transition data reporting and/or EMIS? B. How often do district personnel participate in EMIS training? C. Who provides the trainings? D. To whom are trainings provided?		Data Summary:	Area of Concern? (Y/N)	Root Cause:	Priority: 1 = highest

SECTION B: To be completed by districts with noncompliance. Analysis of higher than acceptable participation rate in the state's alternate assessment.

Section B: Guiding Questions for Noncompliance
4. Topic: Reflective Process <i>(complete 4A-4E ONLY if the district had required actions for this indicator within the previous <u>three</u> profile years):</i>

Section B: Guiding Questions for Noncompliance				
<p>Data Gathering:</p> <p>A. What is working for the district from the previous plan?</p> <p>B. What is not working for the district from the previous plan?</p> <p>C. Was the previous plan fully implemented?</p> <p>D. If not, what could assist the district with proper implementation of their plan?</p> <p>E. How can a revised process align more with district need and practices?</p>	<p>Data Summary:</p>	<p>Area of Concern? (Y/N)</p>	<p>Root Cause:</p>	<p>Priority: 1 = highest</p>
<p>5. Topic: Policies, Practices and Procedures</p>				
<p>Data Gathering:</p> <p>A. Do IEP teams utilize the Alternate Assessment Decision Making Tool?</p> <p>B. If not, how do IEP teams decide which students are eligible for participating in the alternate assessment?</p> <p>C. How do IEP teams confirm that students identified for the alternate assessment have a disability that significantly impacts intellectual functioning?</p> <p>D. How do IEP teams confirm that students who are placed on the alternate assessment have adaptive behavior skills assessments and/or goals included in their IEPs?</p>	<p>Data Summary:</p>	<p>Area of Concern? (Y/N)</p>	<p>Root Cause:</p>	<p>Priority: 1 = highest</p>
<p>6. Topic: Training for District Staff Regarding Alternate Assessment Eligibility</p>				

Section B: Guiding Questions for Noncompliance				
<p>Data Gathering:</p> <p>A. How often are staff trained on alternate assessment participation criteria?</p> <p>B. Who receives this training?</p> <p>C. Who provides the training?</p> <p>D. What professional learning opportunities are available to address meeting the needs of diverse learners?</p> <p>E. What coaching or supports are provided as follow-up to district professional learning?</p>	<p>Data Summary:</p>	<p>Area of Concern? (Y/N)</p>	<p>Root Cause:</p>	<p>Priority: 1 = highest</p>
7. Topic: Family Involvement				
<p>Data Gathering:</p> <p>A. How does the district ensure that parents are part of the IEP team decision for alternate assessment eligibility?</p> <p>B. What is district practice for discussing alternate assessment with parents in relation to post-secondary outcomes for students at all grade levels?</p> <p>C. How does the district document this conversation with the parent?</p>	<p>Data Summary:</p>	<p>Area of Concern? (Y/N)</p>	<p>Root Cause:</p>	<p>Priority: 1 = highest</p>
8. Topic: Student Data Exploration				
<p>Data Gathering:</p> <p>A. Are there high numbers of students consistently performing above proficient in all content areas on the alternate assessment?</p> <p style="margin-left: 20px;">a. Are there patterns across schools or grade levels?</p> <p style="margin-left: 20px;">b. What would account for these patterns?</p> <p>B. Students identified with the disability categories listed below will very rarely meet the criteria to qualify for</p>	<p>Data Summary:</p>	<p>Area of Concern? (Y/N)</p>	<p>Root Cause:</p>	<p>Priority: 1 = highest</p>

Section B: Guiding Questions for Noncompliance

participation in alternate assessment. For each disability category, identify the number of students who are alternately assessed in the district:

- Deafness/Hearing Impairment
- Visual Impairment
- Orthopedic Impairment
- Emotional Disturbance
- Other Health Impaired – Minor
- Other Health Impaired – Major

- C. Of the disability categories above, which two categories have the largest number of students participating in the Alternate Assessment?
- D. Explore each category's data separately for possible commonalities, patterns or trends (building, grade level, teacher, school psychologist, receiving services outside the district, other):
- E. Now, compare the data of both categories and identify commonalities, patterns or trends:
- F. What other factors within the district may be causing a higher number of students being alternately assessed (enrollment changes, expansion of services, other)?

9. **Topics:** Our district examines disproportionality in the percentage of students in any subgroup participating in the alternate assessment.

Section B: Guiding Questions for Noncompliance				
<p>Data Gathering:</p> <p>A. How are participation rates different for certain subgroups (e.g., black, Hispanic, Asian, white, English learners, economically disadvantaged) as compared to other subgroups?</p> <p>B. Are trends evident that show participation of a subgroup increasing or decreasing over time (i.e., three years)?</p> <p>C. How are general education teachers and intervention specialists encouraged to use culturally responsive curricula and evidence-based practices for English learners in their classrooms?</p>	<p>Data Summary:</p>	<p>Area of Concern? (Y/N)</p> <p>(If YES, the Disproportionality Calculator must be listed as a required activity in the Improvement Plan)</p>	<p>Root Cause:</p>	<p>Priority: 1 = highest</p>


2022-2023 Results Indicator Improvement Plan

District

IRN

State Support Team Region

Indicator for Improvement: Choose an item.			
Summary - Based on the Self-Review Summary Report, summarize the area(s) of concern:			
Reflection – Summarize section B, question 4 of the Self-Review Summary Report. If the district has not written an Improvement Plan for this indicator in the last three years, type NA in this area:			
Long-Term Goal(s) - Write the long-term goal to address specific areas of concern that may take place beyond the profile timeline:			
Short-Term Goal(s) – Write the short-term goal(s) for addressing specific concerns within the profile timeline:			
Activity	Resources	Timeline	Completion
Describe activities designed to achieve the short-term goal(s) – Items 1-3 are required for all districts. Districts can add additional activities needed for improvement:	List the resources needed for activity:	Activities must be completed by September 29, 2023 :	Evidence of completed activity (training materials, agendas, sign-in sheets, procedure manuals...)
1. Review policies, practices and procedures:			
2. Training:			
3. Disproportionality Calculator (Alternate Assessment only):			
4.			

To add a row for an additional activity - Left click in last row of the table and select  when it appears at the end of the row.

Please upload signatures and plan as one document. Do not separate.

District Title of Personnel Responsible for Implementation			
Title:	Name:	Signature:	Email:
Superintendent			
Name:		Signature:	Email:
Sponsor			
Organization:	Contact Name:	Signature:	Email:
State Support Team			
Region:	Consultant Name:	Signature:	Email:
Comment:			

Improvement Plan approval by the Department will be noted in and communicated through the Monitoring System.

2022-2023 Special Education Profile

Required Actions Manual: Indicator Alternate Assessment



OFFICE FOR EXCEPTIONAL CHILDREN
OFFICE OF EARLY LEARNING AND SCHOOL READINESS
25 SOUTH FRONT STREET, COLUMBUS, OHIO 43215-4183
614-466-2650

Contents

Overview	3
Understanding the Special Education Profile	3
Accessing the Special Education Profile	3
Ensuring Data Security	3
Accessing the Secure Upload Site (Document Upload)	4
Progressive Sanctions	5
Completing the Self-Review Summary Report	6
Completing the Improvement Plan	7
Indicators with Required Actions	8
Tips for a Successful Indicator Review	10
Indicator: Participation in Alternate Assessments	11

Overview

The purpose of this manual is to:

- Provide district personnel with instructions to complete the required actions for Special Education Profile indicators; and
- Provide guidelines for completing and submitting required documents.

Understanding the Special Education Profile

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) established a series of special education indicators to measure services and outcomes for students with disabilities. The Ohio Department of Education works with stakeholders to establish annual targets, or goals, for these indicators. For more information on how targets were established, see the [Special Education Indicator Target Setting webpage](#).


Every year, districts receive a Special Education Profile that details progress over time in meeting goals for students with disabilities. The design of the Special Education Profile helps districts use data about the academic growth of groups of students to keep improving special education services.

These indicators have been organized into six essential questions to help guide continuous improvement:

- 1) Are young children with disabilities entering kindergarten ready to learn?
- 2) Are children with disabilities achieving at high levels?
- 3) To what extent do students with disabilities have access to the general education environment?
- 4) Are youth with disabilities prepared for life, work and postsecondary education?
- 5) Does the district implement IDEA to improve services and results for children with disabilities?
- 6) Are children receiving equitable services and supports?

Accessing the Special Education Profile

Superintendents, Special Education Contacts, and community school sponsors, as identified by the district in the Ohio Educational Directory System (OEDS), have access to district Special Education Profiles and annual Special Education Ratings through the Department's OH | ID portal.

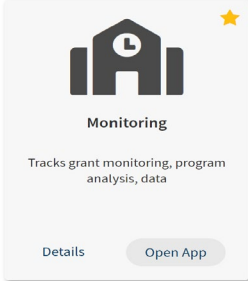
Step	Instruction
1	Log in to the OH ID portal and select the <i>Special Education Profiles & Ratings</i> application.
2	Select the link for the current year's profile. There will be a NEW icon next to the link.
3	Select the VIEW 2022-2023 PROFILE tab.
4	Under each Indicator with a  icon, click on the + MORE INFORMATION tab. Follow the District Required actions as described below the Data Notes.

Ensuring Data Security

It is the responsibility of each district to manage the security and local access to the Special Education Profile. The data provided are intended for district use and are NOT masked. Materials may contain information for group sizes of fewer than 10 students. They are **not** intended for public distribution. Districts should observe their local policies for security of unmasked information. <https://www.edresourcesohio.org/oec/publicProfileSummary.php>

Accessing the Monitoring System

Communications regarding the Special Education Profile will be conducted through the Monitoring System.

Step	Instruction
1	<p>Superintendents and Special Education Contacts, as identified by the district in the Ohio Educational Directory System, have access to the Monitoring System through the Department’s OH ID portal.</p> 
2	<p>Go to <i>Select Program</i> and choose <i>Special Education Program Monitoring</i>.</p>

Accessing the Secure Upload Site (Document Upload)

Step	Instruction
1	Go to the Department’s secure upload site at https://docupload.ode.state.oh.us/ .
2	Be certain to enter information in all fields with a red asterisk (first and last name, email and purpose). Use the BROWSE tabs to locate the document to be uploaded. Please note, excessively long titles will hinder uploads. Maximum document size is 5 MB, and only the following file extensions are accepted: .doc, .docx, .gif, .jpg, .jpeg, .mht, .pdf, .txt, .xls, .xlsx, .xlsm, .xlsb, .png, .zip, .msg. Do not upload student records to the Monitoring System.
3	After expanding the UPLOAD tab, you will receive an email confirming the upload of the application.
4	Download the <i>Student Record Submission Form</i> , available under District Required actions in the Special Education Profile. Follow the directions for filling out this form under the specific indicator for which actions are required. Use the SUBMIT button on the form or send to OEC.Profile@education.ohio.gov .
5	<p>If you are experiencing problems submitting to the Document Upload, please attempt the following:</p> <ul style="list-style-type: none"> • Make sure to use Edge or Chrome • Clear your browsing history • Use a shorter email address—this often clears the problem! • Please ensure that uploads are completed under a full IRN and District name

Progressive Sanctions

Districts with findings of noncompliance that are not corrected within one year are subject to Progressive Sanctions, which may include delayed distribution of federal and/or state funds.

- Ohio Revised Code (ORC) § 3317.01 establishes the Ohio Department of Education's authority to administer and supervise the allocation and (subject to Controlling Board approval) distribution of all state payments.
- The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) and the federal regulations at 34 C.F.R. Part 300 provide the state the authority to administer and supervise the allocation and distribution of federal Part B money for the education of children with disabilities.

Note: Noncompliance that is not corrected within one year will be reflected in the district's annual Special Education Rating for the year after the correction deadline.

Completing the Self-Review Summary Report

The following guidelines will assist the district team in creating a Self-Review Summary Report by analyzing district data to establish root cause and prioritize needs.

The completed Self-Review Summary Report will serve as the foundation for developing the Improvement Plan.

Step	Instruction
1	The Guiding Questions are divided into topics specific to each indicator and will help the district team review current policies, procedures, practices and internal monitoring systems.
2	Use the Data Gathering questions to record your district's current systems. Answering all the questions will assist in facilitating a productive discussion when the team is ready to analyze the data collected. This may be completed prior to meeting with the regional state support team.
3	Once the district team (including the SST) has reviewed the Data Gathering questions, use the Data Analysis box to record contributing items or weaknesses in district systems/practices that could be contributing factors to noncompliance. If the team believes the topic to be an Area of Concern, mark YES in the green Area of Concern box. If the team believes the area to be a strength, mark NO in the green Area of Concern box. The team will have a chance to prioritize these concerns later in the process.
	For sections where the district team answers NO in the green Area of Concern box, leave the Root Cause box blank and continue to the next set of Data Gathering questions.
4	Utilizing a root cause analysis method, the team will use the recorded information from the Data Analysis box to identify the core issue(s) that has led to the noncompliance and consider how future noncompliance can be mitigated. Once the team agrees, record this information in the Root Cause box.
6	As a team, revisit all Areas of Concern where the team answered YES and prioritize them (1,2,3...) in the red box, with 1 being the greatest district concern. You will address all Areas of Concern in the Improvement Plan.
7	The completed <i>Self-Review Summary Report</i> must be uploaded to the Monitoring System, which can be accessed through the user's OH ID account.

Completing the Improvement Plan

The following guidelines will assist in developing a plan for improvement or correction guided by the root cause analysis documented in the district team's Self-Review Summary Report. There are different Improvement Plan templates specific to individual or groups of indicators. Be certain to download the appropriate plan from the Special Education Profile.

Step	Section of Plan	Instruction
1		Enter district name, IRN and state support team region.
2		Select appropriate Indicator from the drop-down list
3	Summary	Based on the Self-Review Summary Report, summarize the area(s) of concern
4	Reflection	Summarize section B, question 4 of the Self-Review Summary Report. If the district has not written an Improvement Plan for this indicator in the last three years, type NA in this area.
5	Long-Term Goal	Write the long-term goal to address specific areas of concern that may take place beyond the profile timeline
6	Short-Term Goal	Write the short-term goal(s) for addressing specific concerns within the profile timeline
7	Activity	Describe the planned activities designed to achieve the short-term goal(s). There are pre-populated activities that are required depending on the indicator
8	Timeline	Activities must be completed by September 29, 2023
9	Evidence of Completion	Describe evidence of completed activity to be submitted by September 29, 2023
10	Disproportionality & Disproportionality Fiscal Requirement	For Disproportionality Indicators, specify if the activity will be supported with redirected CCEIS funds
11	Resources	List the resources needed for activities
12	Position of Personnel Responsible for Implementation	List the position of staff (not a person's name) responsible for managing the implementation of the activity
13	Position of Personnel Responsible for Supervising Implementation	List the position of staff (not a person's name) responsible for ensuring the activity is completed on time
14		Complete the contact information at the end of the document. Ensure the plan is signed by the district superintendent, state support team consultant (if applicable) and sponsor (if applicable). Please do not submit the signatures separate from the plan.
	Note	If revision of the Improvement Plan is required, the document must be re-signed/dated and resubmitted in its entirety.
	Note	OEC approval of the Improvement Plan will be noted in the Monitoring System as "Reviewed, Approved" in the document list. There will not be a reviewer signature for school-age Improvement Plans.

Indicators with Required Actions

Results Indicators

Indicator		Description
1	Graduation	Measures the percentage of youths with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma.
2	Dropout	Measures the percentage of youths with Individualized Education Programs (IEPs) who exited special education due to dropping out.
	Participation in Alternate Assessments	Measures the percentage of students participating in the Alternate Assessment for Students with Significant Cognitive Disabilities in reading and mathematics

Survey Indicators

Indicator		Description
8	Special Education Family Survey	Measures the percentage of parents with children receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities

Compliance Indicators

Indicator		Description
4a	Discipline Discrepancy Suspension & Expulsion	Measures significant discrepancies between students with and without disabilities in the rates of suspensions and expulsions for more than 10 days in a school year
4b	Discipline Discrepancy by Race Suspension & Expulsion	Measures significant discrepancies, by race or ethnicity, between students with and without disabilities in the rates of suspensions and expulsions for greater than 10 days in a school year
11	Child Find Timely Initial Evaluations	Measures the percentage of initial evaluations completed within 60 calendar days of receiving parental consent
12	Early Childhood Transition From Part C to Part B	Measures the percentage of children referred by early intervention services (Part C) prior to age 3 who are found eligible for preschool special education services and who have IEPs developed and implemented by their third birthdays
13	Secondary Transition	Measures the percentage of youth ages 16 and above with IEPs that include all required transition planning elements

Disproportionality Indicators

Indicator		Description
9	Identification All Disability Categories	Measures significant disproportionality across all disability categories that is the result of inappropriate identification
10	Identification Specific Disability Categories	Measures significant disproportionality in specific disability categories that is the result of inappropriate identification
Placement	Disproportionality Placement	Measures significant disproportionality for students with disabilities placed: <ul style="list-style-type: none"> • In regular classrooms less than 40 percent of the day; and • In separate schools or residential facilities

<p>Discipline</p>	<p>Disproportionality Discipline</p>	<p>Measures significant disproportionality for students with disabilities with:</p> <ul style="list-style-type: none"> • Out-of-school suspensions or expulsions of 10 cumulative days or fewer; • Out-of-school suspensions or expulsions of greater than 10 cumulative days; • In-school suspensions of 10 cumulative days or fewer; • In-school suspensions of greater than 10 cumulative days; and • Total cumulative days of discipline removals, including in-school and out-of-school suspensions, expulsions, in-school alternate discipline class/program/building, emergency removal by district personnel and removal by a hearing officer
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Tips for a Successful Indicator Review

Data Reporting Errors (DREs):

- Use the appropriate forms linked in the Special Education Profile
- Clearly illustrate why there was a district error in data submission

Documents with a Submit Button:

- When clicking the submit button an email will be set up to submit the document to OEC.Profile@education.ohio.gov. Complete the email and click “send”

Investigation of Records/Record Submission:

- Be certain to upload documents to the correct system.
 - Items with personally (student) identifiable information must be uploaded to the Document Upload at <https://docupload.ode.state.oh.us/>
- Complete the *Record Submission Form* carefully so that we can clearly determine the student record that we are reviewing
- Unsigned records are not compliant
- When the IRN is entered incorrectly, only partially, or the district name is abbreviated, we may not find your submissions

Monitoring System:

- Do NOT upload personally (student) identifiable information to the Monitoring System
 - Personally identifiable means information that contains:
 - Name of the child, the child’s parent or other family member;
 - The address of the child;
 - A personal identifier, such as the child’s social security number; or
 - A list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty

Self-Review Summary Reports:

- Review all questions before determining root cause, a well-documented Self-Review Summary Report is vital to an approvable Improvement Plan

Improvement Plans:

- Improvement Plans must be aligned to the Self-Review Summary Report
- Must be signed with the signatures indicated
- If revisions to the Improvement Plan are required, the document must be resigned

Individual Corrections:

- Documents must be signed
- All areas indicated for noncompliance must be corrected by the due date
- Include any supporting documentation (including but not limited to PR-01, OP-9, evidence of exiting services, etc.)

Systemic Improvement:

- Label evidence documentation so the title matches the activity in the improvement plan (Example: Activity1_agenda; Activity1_policy)
- Do not submit Google Forms, we cannot access these documents
- Links to documents cannot be accepted as evidence for completed activities

Indicator: Participation in Alternate Assessments

States are required to ensure the total number of students in the state assessed using the Alternate Assessment for Students with Significant Cognitive Disabilities in each subject does not exceed 1.0 percent of the total number of all students who took the state’s assessments.

Reading: This calculation reflects the number of students taking the Alternate Assessment for Students with the Most Significant Cognitive Disabilities in reading divided by the number of all students tested.

Mathematics: This calculation reflects the number of students taking the Alternate Assessment for Students with the Most Significant Cognitive Disabilities in math divided by the number of all students tested.

Required Actions

All required forms can be downloaded from the district Special Education Profile by opening the **MORE INFORMATION** tab located below each indicator description.

Determining Data Reporting Errors

Data Reporting Errors are specific to entering incorrect data in EMIS. To substantiate a data reporting error, the district must be able to provide documentation that data reported differs from the student record.

Verification Process for Data Reporting Errors

Districts with data reporting errors will receive a lower score for timely and accurate data on the Special Education Rating.

Data Reporting Error Verification Due: 2-10-23	1) Complete the <i>Data Reporting Error Verification Form</i> if the district is proposing it has been flagged for the indicator due to incorrectly reported data. 2) Submit the Data Reporting Error Verification Form and supporting documentation to OEC.Profile@education.ohio.gov . 3) The Office for Exceptional Children will verify and approve data reporting errors before the district takes any further action.
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Districts with Verified Data Reporting Errors + Exceeding 1.0 Percent

Self-Review Summary Report for Data Reporting Error and Exceeding 1.0% (Section A & B) Due: 3-31-2023	1) Involvement of the state support team is required. 2) Complete Section A and Section B of the Self-Review Summary Report. 3) Use the self-review as a tool for the team to review possible root causes for high alternate assessment participation rates and analysis on data management policies, practices and procedures. 4) Submit the completed self-review to the Monitoring System.
Improvement Plan for Data Reporting Error and Exceeding 1.0% Due: 3-31-2023	1) Involvement of the state support team is required. 2) Refer to the self-review for developing the improvement plan. 3) The Alternate Assessment Indicator Improvement Plan must include activities and detailed policies, practices and procedural revisions that will aid in eliminating the possibility of future data reporting errors. 4) The improvement plan must be signed by the district’s superintendent, the sponsor (if applicable) and state support team consultant assisting with development of the plan. 5) Upload the signed improvement plan to the Monitoring System for review and approval. 6) If revision of the plan is required, the document must be re-signed/dated and submitted in its entirety.

<p>Systemic Improvement for Data Reporting Error and Exceeding 1.0% Due: 9-29-2023</p>	<p>Evidence of activities completed:</p> <ol style="list-style-type: none"> 1) Evidence of activity completion, as written in the Improvement Plan, must be uploaded to the Monitoring System. 2) Submit evidence of review for related policies, practices and procedures regarding the collection and reporting of data: <ol style="list-style-type: none"> a. If no changes were necessary, submit documentation of review date(s), include information on training(s) for appropriate staff. b. If the district must revise current policies, practices and/or procedures, submit documentation of the updated process and include information related to training(s) for appropriate staff. c. If new policies, practices and/or procedures are required, submit a copy of the new process and include information related to trainings for appropriate staff.
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Districts Exceeding 1.0 Percent

<p>Self-Review Summary Report for Exceeding 1.0% (Section B) Due: 3-31-2023</p>	<ol style="list-style-type: none"> 1) State support team participation is required. 2) Complete Section B of the Self-Review Summary Report. 3) Use the Alternate Assessment Self-Review Summary Report as a tool for the team to review possible root causes for high alternate assessment participation rates. 4) Submit the completed self-review to the Monitoring System.
<p>Improvement Plan for Exceeding 1.0% Due: 3-31-2023</p>	<ol style="list-style-type: none"> 1) State support team participation is required. 2) Use the self-review to develop the <i>Results Indicator Improvement Plan</i>, to include state support team trainings regarding the Alternate Assessment for Students with Significant Cognitive Disabilities. 3) The improvement plan must be signed by the district’s superintendent, the sponsor (if applicable) and state support team consultant assisting with development of the plan. 4) Upload the signed improvement plan to the Monitoring System. 5) If revision of the plan is required, the document must be re-signed/dated and submitted in its entirety.
<p>Systemic Improvement for Exceeding 1.0% Due: 9-29-2023</p>	<p>Evidence of activities completed:</p> <ol style="list-style-type: none"> 1) Evidence of activity completion, as written in the Improvement Plan, must be uploaded to the Monitoring System. 2) The district must submit documentation that related policies, procedures and practices were reviewed and/or revised, as necessary. <ol style="list-style-type: none"> a. If no changes were necessary, submit documentation of review date(s), include information on training(s) for appropriate staff. b. If the district must revise current policies, practices and/or procedures, submit documentation of the updated process and include information related to training(s) for appropriate staff. c. If new policies, practices and/or procedures are required, submit a copy of the new process and include information related to trainings for appropriate staff.

Indicator Alternate Assessment Submission Reminder

When	What	Where
2-10-23	Data Reporting Error Verification Form Data Reporting Error Verification Form (submit only if the district believes erroneous data was submitted)	OEC.Profile@education.ohio.gov
3-31-23	Self-Review Summary Report Improvement Plan	Monitoring System (OH ID) Monitoring System (OH ID)
9-29-23	Evidence of completion for Improvement Plan activities Disproportionality Calculator	Monitoring System (OH ID) Monitoring System (OH ID)

Appendix G Alternate Assessment Professional Development Survey Feedback

ID	Date of Professional Development	School District/Organization	How did this session relate to your job? In what way(s) has it caused you to review your job or training activities?	Other comments?
1	4/12/2022	SST10	It will help with discussions with districts.	Thank you!
2	4/12/2022	SST8	Family Engagement Alternate Assessment	
3	4/12/2022	SST3	It helps me answer family and district quesitons	
4	4/12/2022	SST9	I will connect this information back to our Family Liaison and Prevention Director	
5	4/12/2022	FCE Network	Supporting districts and families in my region	
6	4/26/2022	Putnam County ESC	helped me refocus efforts	
7	4/26/2022	Gallia-Vinton ESC	How best to communicate new information to parents so they understand their options.	
8	4/26/2022	Columbiana County ESC	It increased my awareness about Alternate Assessments. I can pass this info. on to others in my work.	
9	5/13/2022	Middletown City Schools	n/a	
10	5/13/2022	Dublin City Schools	I work with many families who have children who previously qualified for the alternative assessment and no longer qualify. Any information that helps me explain that to families is always welcomed.	



**Department
of Education**

Mike DeWine, Governor
Stephanie K. Siddens, Interim Superintendent of Public Instruction



Ohio Statewide Testing and Students with Disabilities Advisory Committee Meeting Agenda

May 3, 2022
9:00 AM – 4:00 PM

- 1. Welcome Back to In Person Meeting**
- 2. Spring 2022 Debrief and Survey Summary**
- 3. AASCD State Guidelines for Eligibility**
- 4. [Literacy for All](#) website overview**
- 5. AASCD 1% Waiver**
 - Action Steps for 2022-2023
 - Tier Monitoring of Districts
 - District Justifications
- 6. Extended Standards Revision Schedule**
 - English language arts 2022-2023
 - Mathematics 2023-2024
 - Science & Social Studies 2024-2025
- 7. Graduation for Students taking AASCD**
- 8. AASCD Family Resources**

Ohio Statewide Testing and Students with Disabilities Advisory Committee Meeting Agenda

November 29, 2022
9:00 AM – 4:00 PM
Quest Business Center (Wright Room)

Welcome and Introductions

Office of Assessment Updates

1. [Spring 2023 AASCD Test Administration](#)
2. [AASCD Test Certification Course Updates](#)
3. [Ohio's Accessibility Manual](#)
4. [Practice Test](#)
5. Content and Fairness Item Development
6. Braille Process for Accessible Assessments
7. [Centralized Reporting System](#)
8. Family Reports
9. [Graduation Requirement Questions](#)
10. Alt-OELPA Test Administration

Office for Exceptional Children Updates

10. Alternate Assessment Participation & State Waiver Extension Request
11. Alternate Assessment Action Steps for 2022-2023
12. Tiered Monitoring of Districts
13. [AASCD Decision-Making Tool FAQ Document](#)
14. District Alternate Assessment Self-Reflection Guide
15. Improving Outcomes for Learners with Complex Needs Workgroup
16. [Literacy Access for All](#) and transition for students not taking alternate assessment

17. Family Resources

- a. [AASCD One Page Flyer](#)
- b. [Families of Students with Disabilities](#)
- c. InspirED: Engaging Families in the Alternate Assessment

DRAFT



Ohio's Superintendent Association

Exceptional Children's Committee

February 10, 2022

10 a.m.- Noon

Chair: Julie Garke, Superintendent –St. Henry Consolidated Local Schools

BASA Staff: Kathy Demers

ODE Liaison: Jo Hannah Ward and Joseph Petrarca

1. Welcome and Introductions: Julie Garke, Superintendent and Kathy Demers
2. Office of Exceptional Children Update: Jo Hannah Ward, Director - Office for Exceptional Children
 - Each Child Means Each Child - MTSS, PD and Graduation and Post-Secondary
 - Alternate Assessment Competency Scores
 - Special Education Indicators
 - State Systemic Improvement Plan
 - Leadership Pilot
3. Questions from the Field
 - Preschool Ratios
 - Preschool Substitute Requirements
4. Next meeting: Friday, May 13th

State Advisory Panel for Exceptional Children (SAPEC)
Informational Webinar
January 20, 2022
11:00 a.m. – 12:30 p.m.

AGENDA

11:00 a.m. – 11:05 a.m.	<p>Call to Order Welcome and staff introductions</p> <p>Purpose To provide feedback on recommended scores for Students with the most Significant Cognitive Disabilities to</p> <ul style="list-style-type: none"> • Demonstrate competency on the English Language Arts and Mathematics Alternate Assessment, • Earn the Science and Citizenship seals through scores on the Science and Social Studies Alternate Assessments and • Meet graduation requirements for the class of 2023 and beyond. <p>Discussion Protocol</p> <ul style="list-style-type: none"> • The moderator will mute phones. • To ask a question or make a comment: <ul style="list-style-type: none"> ○ Please type your question in the chat box. The moderator will read your question, and someone will respond or follow up after the webinar. ○ If instructed, you may unmute your microphone to ask a question or make a comment. 	<p style="text-align: right;">Monica Drvota, Associate Director <i>Office for Exceptional Children</i></p>
11:05 a.m. - 12:25 p.m.	<p style="text-align: center;">SAPEC Learning or Information Items¹</p> <p>Ohio's Alternate Assessments for Students with the Most Significant Cognitive Disabilities (AASCD) and Graduation Requirements Classes of 2021 and Beyond</p> <ul style="list-style-type: none"> • Overview • Discuss options and other considerations • Facilitated Discussion • Questions/Next steps 	<p style="text-align: right;">Graham Wood, Program Administrator 3 <i>Graduate Success</i></p> <p style="text-align: right;">Wendy McLaughlin-Stoica, Education Program Specialist <i>Office of Assessment</i></p> <p style="text-align: right;">Amy Szymanski, Education Program Specialist <i>Office for Exceptional Children</i></p>
12:25 p.m. – 1:00 p.m.	<p>Closing</p> <p>Announcements</p> <ul style="list-style-type: none"> • Membership and Elections Committee volunteers? • Member-at-large – letter of interest by January 31, 2022 <p>Closing remarks</p>	<p style="text-align: right;">Jo Hannah Ward, Director <i>Office for Exceptional Children</i></p> <p style="text-align: right;">Trisha Prunty, <i>SAPEC Chairperson</i></p> <p style="text-align: right;"><i>Rachel Barnhart,</i></p>

	Adjourn	<i>SAPEC Membership and Elections Committee</i>
	<p>Tentative February SAPEC Informational Webinar Date TBD 11:00 a.m. – 12:30 p.m. or</p>	
	<p>Next SAPEC meeting March 24, 2022 9:00 a.m. – 1:00 p.m. Quest Conference Center 9200 Worthington Rd. Westerville, OH 43082</p>	

- ¹ Information sharing and discussion of background information on new issues presented by OEC staff and/or other resource persons.
- ² Presentation of items introduced during a previous meeting that require action by SAPEC members.
- ³ Informal discussion where SAPEC members identify and present “unmet needs and emerging issues” for discussion during SAPEC meetings.

State Advisory Panel for Exceptional Children (SAPEC)
Informational Webinar
February 24, 2022
11:00 a.m. – 12:30 p.m.

AGENDA

11:00 a.m. – 11:05 a.m.	<p>Call to Order Welcome and staff introductions</p> <p>Purpose To provide feedback on recommended scores for Students with the most Significant Cognitive Disabilities to</p> <ul style="list-style-type: none"> • Demonstrate competency on the English Language Arts and Mathematics Alternate Assessment, • Earn the Science and Citizenship seals through scores on the Science and Social Studies Alternate Assessments and • Meet graduation requirements for the class of 2023 and beyond. <p>Discussion Protocol</p> <ul style="list-style-type: none"> • The moderator will mute phones. • To ask a question or make a comment: <ul style="list-style-type: none"> ○ Please type your question in the chat box. The moderator will read your question, and someone will respond or follow up after the webinar. ○ If instructed, you may unmute your microphone to ask a question or make a comment. 	<p style="text-align: right;">Monica Drvota, Associate Director <i>Office for Exceptional Children</i></p>
11:05 a.m. - 12:25 p.m.	<p style="text-align: center;">SAPEC Learning or Information Items¹</p> <p>Ohio’s Alternate Assessments for Students with the Most Significant Cognitive Disabilities (AASCD) and Graduation Requirements Classes of 2023 and Beyond</p> <ul style="list-style-type: none"> • Overview of data and feedback from employers, adult service providers and higher education personnel. • Recommendations to establish scores for the AASCD • Facilitated Discussion • Questions/Next steps 	<p style="text-align: right;">Graham Wood, Program Administrator 3 <i>Graduate Success</i></p> <p style="text-align: right;">Wendy Stoica, Education Program Specialist <i>Office of Assessment</i></p> <p style="text-align: right;">Amy Szymanski, Education Program Specialist <i>Office for Exceptional Children</i></p>
12:25 p.m. – 1:00 p.m.	<p>Closing remarks Adjourn</p>	<p style="text-align: right;">Jo Hannah Ward, Director <i>Office for Exceptional Children</i></p>
	<p>Next SAPEC meeting March 24, 2022</p>	

	<p style="text-align: center;">9:00 a.m. – 1:00 p.m. Quest Conference Center 9200 Worthington Rd. Westerville, OH 43082</p>	
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¹ Information sharing and discussion of background information on new issues presented by OEC staff and/or other resource persons.

² Presentation of items introduced during a previous meeting that require action by SAPEC members.

³ Informal discussion where SAPEC members identify and present “unmet needs and emerging issues” for discussion during SAPEC meetings.

State Advisory Panel for Exceptional Children (SAPEC)

March 24, 2022

Quest Conference Center

9200 Worthington Rd. Westerville, OH 43082

9:00 a.m. – 1:00 p.m.

Agenda

<p>9:00 a.m. – 9:05 a.m.</p>	<p>Call to Order</p> <ul style="list-style-type: none"> • Roll Call • Welcome • Introductions • Review guest responsibilities 	<p>Trisha Prunty, SAPEC Chairperson</p> <p>Monica Drvota, Associate Director, Office for Exceptional Children</p> <p>Sandy Kaufman, Education Program Specialist, Office for Exceptional Children</p>
<p>9:05 a.m. – 9:10 a.m.</p>	<p>Panel Business</p> <ul style="list-style-type: none"> • Approval of SAPEC meeting minutes – December 9, 2021 • Membership Committee update • Public Comments and Unmet need³ 	<p>Trisha Prunty, SAPEC Chairperson</p> <p>Rachel Barnhart, SAPEC Membership Committee Chairperson</p>
<p>9:10 a.m. – 10:40 a.m.</p>	<p>SAPEC Learning or Information Items¹</p> <p>Indicator 8 Family Survey</p> <ul style="list-style-type: none"> • Overview of Indicator 8 and the family survey • Discussion of survey results • SAPEC recommendations 	<p>Trisha Prunty, SAPEC Chairperson</p> <p>Beth Crawford, Program Manager, and Dr. David Julian, Study Director, OSU Center on Education and Training for Employment (CETE)</p>
<p>10:40 a.m. – 11:10 a.m.</p>	<p>SAPEC Learning or Information Items¹</p> <p>Alternate Assessment Family Resources ODE staff will share information for parents and families of students who take the alternate assessment.</p>	<p>Trisha Prunty, SAPEC Chairperson</p> <p>Wendy Stoica, Education Program Specialist Office of Assessment</p> <p>Ma'Taya Hammond, Education Program Specialists, Office for Exceptional Children</p>
<p>11:10 a.m. – 11:20 a.m.</p>	<p>Break</p>	<p>Trisha Prunty, SAPEC Chairperson</p>
<p>11:20 a.m. – 12:55 p.m.</p>	<p>Office for Exceptional Children Director's updates</p>	<p>Trisha Prunty, SAPEC Chairperson</p>

	<ul style="list-style-type: none"> • Ohio’s Special Education Indicator Targets • Ohio’s State Systemic Improvement Plan – Early Literacy Pilot Evaluation • Ohio’s Part B Application and fiscal updates 	<p>Kara Waldron, Program Administrator</p> <p>Sarah Buoni, Assistant Director</p> <p>Karen Jeffries, Education Program Specialist</p> <p>Sarah James, Assistant Director <i>Office for Exceptional Children</i></p>
<p>12:55 p.m. - 1:00 p.m.</p>	<ul style="list-style-type: none"> • Closing Comments • Motion to Adjourn <p style="text-align: center;">Complete and submit meeting evaluation</p> <p style="text-align: center;">Please remember to register for the next meeting on May 5, 2022</p>	<p>Trisha Prunty, <i>SAPEC Chairperson</i></p> <p>Jo Hannah Ward, Director, <i>Office for Exceptional Children</i></p> <p>Monica Drvota, Associate Director, <i>Office for Exceptional Children</i></p>

¹ Information sharing and discussion of background information on new issues presented by OEC staff and/or other resource persons.

² Presentation of items introduced during a previous meeting that require action by SAPEC members.

³ Informal discussion where SAPEC members identify and present “unmet needs and emerging issues” for discussion during SAPEC meetings.

Appendix K**State Support Team/OEC Workgroup**

March 21, 2022

8:30-11:30

Agenda

8:30	Welcome and Agenda	Aimee Troyer
8:35 - 9:00	OCALI "Myths & Misconceptions on the Educational Identification of Autism".	Amy Bixler Coffin Teresa Kobelt
9:00 – 9:30	OEC Updates <ul style="list-style-type: none"> • Alternate Assessment • Evaluation Roadmap • Gifted Education 	Ma'Taya Hammond Wendy Stoica Aimee Troyer Megan Vermillion
9:30 – 10:00	Disproportionality for overidentification of white students as Speech-Language Impaired (SLI)	Bernadette Laughlin
10:00 – 10:10	Break	
10:10 – 10:20	Break out rooms for Disproportionality work	OEC Facilitators
10: 20 – 10:35	Share – out from break out sessions	Bernadette Laughlin
10:35 – 10:55	Special Education Profile record review Data	Shauna Schramke, Debra Shirley
10:55 – 11:00	Questions/thoughts regarding Disproportionality	Bernadette Laughlin, Shauna Schramke, Debra Shirley
11:00 – 11:30	Special Education Profile Q & A	Shauna Schramke, Debra Shirley

SST Equity and Access Workgroup Meeting Agenda

January 12, 2022 2:00-3:30pm

Welcome!

Introductions when new members join our group

Notetaker (volunteer needed): Shawna and Jen H.

Proposed topics for discussion: (SST's add topics to the list freely)

1. Troubleshooting, questions, concerns, hot topics, etc.

Pressing topics and/or questions for this meeting:	Request made by: (name and region)
<ul style="list-style-type: none"> ● Graduation Updates on testing Competency graduation requirement cut scores being discussed Class of 2023 Proficient score for 2022 for AA Will there be an excusal for the seals? Including for those who take the AA -No exemption for the seals, even if take AASCD. Advanced science would need a B to get the seal Citizenship linked to B in government course Alternate Competency:(for all learners) end of course or AA dont meet comp score, retake still not prof, that is when alt comps would be available - career readiness a common strand - take a look at the details for these requirements - very detailed and would need time to get these options up and running Graduating by IEP implications: means the IEP team has looked at and chosen options only for students with disabilities -by IEP goals in place of credits for courses - but they still need to participate in state tests and earn seals -participate in AA if they qualify 	<ul style="list-style-type: none"> ● EVERYONE IN OHIO! 🙏



Alternate Assessments

<p>-excused from the consequences of earning comp score for assessments ELA 2 and Algebra 1 ECE, or ELA ECE</p> <p>Students will still earn a diploma - one diploma in Ohio</p> <p>Makes a difference in federal reporting - they will not count under the measure and will show up on district profile/report card</p> <p>ESSA also requires reporting for students who do not graduate using typical options</p> <p>What is the level of expectation we are setting for our students? From an equity standpoint?</p> <p>How prepared will they be after leaving school?</p> <p>HB 110 provides some guidance around standards alignment and course credits for grade acquisition</p> <p>Guidance will come out in the EMIS manual to support course credits course alignment (advanced courses for Science, etc)</p> <p>Will be working on revising EMIS course codes to align for class of 2023</p>	
<ul style="list-style-type: none">Disproportionality Calculator training <p>Would February 9th be a good date to do the training on the Dispro calculator? During our regularly scheduled meeting.</p> <p>Some have used the calculator and we look to you to share the findings that the dispro calculator provided</p>	<ul style="list-style-type: none">Jen Heim, SST 2
<ul style="list-style-type: none">Alternate Assessment Trainers meetings during the spring 2022 test window <p>We may hold office hrs during the testing window again this year once a week</p> <p>3:00 on Wednesdays</p> <p>Meetings are optional</p> <p>Testing begins Feb. 22, 2022</p> <p>Meet for the first time the week before</p>	<ul style="list-style-type: none">Wendy Stoica, ODE
<ul style="list-style-type: none">Test Coordinator News <p>Wendy sent a gov.deliver message on 1/11 to share the AA links</p>	<ul style="list-style-type: none">Wendy Stoica, ODE

<p>Check your spam folder Please let her know if you did not receive this message</p> <p>Info and links are on the ODE website too</p>	
<p>LCI - not required any more - no list of students for Spring 2022 still available in TIDE</p>	<p>Helen</p>
<p>Full paper testing requests: online training is not going to cover that in detail You may want to support districts in addition to the modules (the formal AA training) if many are using the paper materials</p>	<p>Holly</p>
<p>District justifications: link to superintendents Wed. Feb 23 Submit who they are testing Submission closes Mar 20, 2022 must be completed for Reading, Math and Science</p> <p>Guidance coming for Tier II districts - no requirements for SST's</p> <p>Tier III districts - 52 districts are identified for support - down from 82% no requirement for districts to be below 1% - no corrective action if over 1%. The requirement is that the state be under 1%.</p> <p>No obligation for SSTs to work w/ districts in tier 2 status.</p> <p>Are students accurately reported? HS only reports first time test takers Possibly less gen ed students have tested because of COVID - this may cause the % taking the AA to increase or look different</p>	
<p>SST AA Trainings:</p> <p>Once testing opens a couple of support sessions being offered - SST 2 directing to online modules no formal training being offered - SST 2 holding office hrs in SST 11</p>	

<p>SST 13 supporting with online resources, reviewing the decision tool (with Wendy) - modules and new access to literacy website - no formal training SST 9 offering 2 support sessions</p>	
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SST ASD/LI 1% Equity and Access Workgroup Meeting Agenda

February 9 2:00-3:30pm

Welcome!

Introductions when new members join our group

Notetaker (volunteer needed):

Proposed topics for discussion: (SST's add topics to the list freely)

1. Troubleshooting, questions, concerns, hot topics, etc.

Pressing topics and/or questions for this meeting:	Request made by: (name and region)
<ul style="list-style-type: none"> Disproportionality Calculator training Wendy will share her slides in addition to the recording. I will put them in the shared folder and link them here. 	<ul style="list-style-type: none"> Presented by: Wendy, ODE Others who have piloted the use of the Dispro calculator
<ul style="list-style-type: none"> Tier 2 1% Cap Districts - Self- Review Rubric 	<ul style="list-style-type: none"> Presented by: Shawna & Wendy
<ul style="list-style-type: none"> Waiver Update 	<ul style="list-style-type: none"> Presented by: MaTaya & Wendy, ODE

SST ASD/LI 1% Equity and Access Workgroup Meeting Agenda

March 9 2:00-3:30pm

Welcome!

Introductions when new members join our group

Notetaker (volunteer needed):

Proposed topics for discussion: (SST's add topics to the list freely)

1. Troubleshooting, questions, concerns, hot topics, etc.

Pressing topics and/or questions for this meeting:	Request made by: (name and region)
<ul style="list-style-type: none"> ● Urgent questions or topics 	<ul style="list-style-type: none"> ● Presented by: Shawna, Wendy & Ma'Taya
<ul style="list-style-type: none"> ● A deeper dive into the www.LiteracyAccessforAll.org website <ul style="list-style-type: none"> ○ assessment, data collection & data reporting ○ learning progressions ○ IEP applications for data ○ AA data-based decision making 	<ul style="list-style-type: none"> ● Presented by: Shawna

Assessment and Progress Monitoring Using Learning Progressions:

Chapter 2: Designing Rich Tier 1 Instruction and Assessments

Chapter 2: Communicating with Families about Learners Progress and Needs

Chapter 6: Word Recognition Assessment: Screeners and Diagnostics

Chapter 8: Spectrum of Diverse Learners: Tip to Tip

Chapter 8: Using Learning Progressions as Assessment and Data Collection Tools

Chapter 8: Designing Standards Aligned Assessments (related to developing PLOP statements with formative and summative data)

IEP Specific Applications for Learning Progression Data:

Chapter 9: Diagnostic Data Leads to Targeted Intervention

Chapter 9: Developing High Quality Goals and Objectives

Chapter 8: Integrating AT in the IEP

Next time:

Planning/Co-Planning:

Chapter 2: First 8 videos in this chapter - May want to begin with Sorting and Clustering Standards and Using a Unit Building Template

Chapter 3: Designing Learning Environments: Immersion in Tier 1 Content and Vocabulary

Chapter 8: Tiered Planning: Merging Learning Targets with Learner Needs

Chapter 8: Designing Standards Aligned Assessments

Also see the OCALI website for more information on the layers of planning:

<https://www.ocali.org/center/tdl> and

https://www.ocali.org/project/TDL_planning

OR

General Communication Access Information

Chapter 1: Presuming Competence: Putting LDA into Practice

Chapter 3: Designing Learning Environments for Language and Communication Access

Chapter 4: All pages Note: Step 5 specifically has videos showing Core Boards

Chapter 6: Language and Communication

Chapter 10: For Accessibility (screening curricular tools) - Screening tools include language and literacy access

Disposition Building Videos

Chapter 8: Integrating Language and Literacy in the Daily Schedule See video: Education for people with intellectual...

Chapter 6 Language and Communication See video: Georgia girl...

Modeling videos

Chapter 4: Step 5 See video: Introduction to Core Boards

Chapter 4: Step 5 See video: Communication tips and strategies Communication boards

Chapter 4: Step 5 See video: Aided Language Stimulation Explained

Chapter 4: Step 5 See video: Using an Aided Language Support...

Chapter 4: Step 5 See video: One Kids Place Aided Language

Chapter 4: Step 5 See video: Core Language Instruction: Open (whole group modeling)

Chapter 4: Step 3 See video: Dad and Jayden Talking Using PODD (1:1 modeling)

Chapter 6: Let's Explore Sound Walls and Word Walls See videos: Communicating my writing with others... and Big Paper writing...

SST ASD/LI 1% Equity and Access Workgroup Meeting Agenda

April 13 2:00-3:30pm

Welcome!

Introductions when new members join our group

Link to Google folder for this group: <https://drive.google.com/drive/folders/1N-7gQV0scfWp7UdIYRdAPCN54cjuT7LM?usp=sharing>

Notetaker (volunteer needed):

Proposed topics for discussion: (SST's add topics to the list freely)

Troubleshooting, questions, concerns, hot topics, etc.

Pressing topics and/or questions for this meeting:	Request made by: (name and region)
<ul style="list-style-type: none"> ● Action Step 3: The Department will continue to develop and disseminate resources and training to districts about the Alternate Assessment Participation Decision-Making Tool. Ohio will continue partnership with the OCALI to produce instructional support material and training resources to address students who transition to the regular assessment. <p><u>What ODE/1% Team Needs:</u></p> <ul style="list-style-type: none"> ● For the 2022 Waiver, the 1% team is requesting Ohio's Alternate Assessment Decision-Making Tool training data from the SST's. ● We need to review and document how the trainings were implemented in each region. <p><u>Data Needed:</u></p> <ul style="list-style-type: none"> ● How Ohio's Alternate Assessment Decision-Making Tool trainings are provided by SST's <ul style="list-style-type: none"> ○ Number of people/districts trained? ○ Participant data (principals, teachers, service providers, etc.)? ○ Training Format: Virtual, In-Person, Pre-Recorded Videos, Slides? ○ Did you use Ohio's Alternate Assessment FAQ'S and Family Resources? What other resources were referenced during trainings? 	<ul style="list-style-type: none"> ● Presented by: Wendy & Ma'Taya

<ul style="list-style-type: none"> ● Can you nominate a district to tell their story about the AASCD training you provided? ● Data Submission: What is the simplest way for you all to submit this data to us? ● Time Frame: How much time do you all need to gather, synthesize, and send this data to Ma'Taya? June 30th, 2022? <ul style="list-style-type: none"> ● Tier 2 Reflection Tool (optional) Coming soon. 	
<ul style="list-style-type: none"> ● A deeper dive into the www.LiteracyAccessforAll.org website <ul style="list-style-type: none"> ○ Planning/Co-planning or, ○ Language/Communication Access 	<ul style="list-style-type: none"> ● Presented by: Shawna

Assessment and Progress Monitoring Using Learning Progressions:

- Chapter 2: Designing Rich Tier 1 Instruction and Assessments
- Chapter 2: Communicating with Families about Learners Progress and Needs
- Chapter 4: Step 3 (Communication Matrix)
- Chapter 6: Word Recognition Assessment: Screeners and Diagnostics
- Chapter 8: Spectrum of Diverse Learners: Tip to Tip
- Chapter 8: Using Learning Progressions as Assessment and Data Collection Tools
- Chapter 8: Designing Standards Aligned Assessments (related to developing PLOP statements with formative and summative data)

IEP Specific Applications for Learning Progression Data:

- Chapter 9: Diagnostic Data Leads to Targeted Intervention
- Chapter 9: Developing High Quality Goals and Objectives
- Chapter 8: Integrating AT in the IEP

Next time:

Planning/Co-Planning:

- Chapter 2: First 8 videos in this chapter - May want to begin with Sorting and Clustering Standards and Using a Unit Building Template
- Chapter 3: Designing Learning Environments: Immersion in Tier 1 Content and Vocabulary
- Chapter 8: Tiered Planning: Merging Learning Targets with Learner Needs

Chapter 8: Designing Standards Aligned Assessments

Also see the OCALI website for more information on the layers of planning:

<https://www.ocali.org/center/tdl> and
https://www.ocali.org/project/TDL_planning

OR

Communication Access Information

Chapter 1: Presuming Competence: Putting LDA into Practice

Chapter 3: Designing Learning Environments for Language and Communication Access

Chapter 4: All pages

Note: Step 5 specifically has videos showing Core Boards and Step 3 walks through the Communication Matrix

Chapter 6: Language and Communication

Chapter 10: For Accessibility (screening curricular tools) - Screening tools include language and literacy access

Disposition Building Videos

Chapter 1: All

Chapter 8: Integrating Language and Literacy in the Daily Schedule See video: Education for people with intellectual...

Chapter 6 Language and Communication See video: Georgia girl...

Modeling videos

Chapter 4: Step 5 See video: Introduction to Core Boards

Chapter 4: Step 5 See video: Communication tips and strategies Communication boards

Chapter 4: Step 5 See video: Aided Language Stimulation Explained

Chapter 4: Step 5 See video: Using an Aided Language Support...

Chapter 4: Step 5 See video: One Kids Place Aided Language

Chapter 4: Step 5 See video: Core Language Instruction: Open (whole group modeling)

Chapter 4: Step 3 See video: Dad and Jayden Talking Using PODD (1:1 modeling)

Chapter 6: Let's Explore Sound Walls and Word Walls See videos: Communicating my writing with others... and Big Paper writing...

SST ASD/LI 1% Equity and Access Workgroup Meeting Agenda

May 11 2:00-3:30pm

Welcome!

Introductions when new members join our group

Link to Google folder for this group: <https://drive.google.com/drive/folders/1N-7gQV0scfWp7UdIYRdAPCN54cjuT7LM?usp=sharing>

Notetaker (volunteer needed):

Proposed topics for discussion: (SST's add topics to the list freely)

Troubleshooting, questions, concerns, hot topics, etc.

Pressing topics and/or questions for this meeting:	Request made by: (name and region)
<ul style="list-style-type: none"> ● ODE Updates ● AA Advisory Group Met ● Tier 2 Reflection Tool update (optional) ● Questions?? ● 10,208 students participated in AA this year - reduced again this year 	<ul style="list-style-type: none"> ● Presented by: Wendy & Ma'Taya
<ul style="list-style-type: none"> ● Exploring CoP's, PD and PLC's using the www.LiteracyAccessforAll.org website <ul style="list-style-type: none"> ○ SST 14/ESC - PD Series ○ SST 16 - LI Network/CoP PD Series <ul style="list-style-type: none"> ▪ Padlet PD Series in 1-hour chapter overviews ▪ Planning for 2022-23 - <ul style="list-style-type: none"> ● Unit Planning ● Communication (Chap. 4) ● Planning for Stretch ● Built into district AA CAP ○ SST 9 - Exploring the new website Google Folder ○ Others ?? 	<ul style="list-style-type: none"> ● Presented by: SST 14, SST 16 & SST 9 <p>If anyone has something they'd like to share around unit planning that you've done with teams we welcome those resources/conversations (Lisa/Kate)</p>
<ul style="list-style-type: none"> ● Other topics: 	<ul style="list-style-type: none"> ●
Next meeting: June 8 2:00-3:30 Topic: Meeting schedule for next year Topic: Name of workgroup (LI? 1%? LRE? Access?)	



Ohio Department of Education

Alternate Assessments

What will SST directors, ODE/OEC relate to and prioritize associated with regional work?	
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No requirements for Tier 2 at this time because the department has not finalized anything.

Final total of Participants in AA Spring 2022- 10,208 reduction in students by 2500 from last year. Started with 83 districts, now down to 53, could be closer to 30 with Tier 3 districts.

Districts would not be required to submit a justification if the state was under 1%. That is an activity that is part of our waiver and if the state really is under 1%, then we would not have to continue the activities.

Worry that we are unilaterally taking kids off assessment but it is driving conversations about UDL, Assistive Tech, how to drive more towards inclusion, increase in graduation conversations. This is mirrored at the state level.

This fall, department revising the extended ELA standards with the Ohio Learning Standards ELA to be sure we are providing access and have alignment. Staggered approach. Kindergarten has been started. No extensions for k-2.

Several layers of conversation about modified curriculum. Once that's a little more developed Shawna will share more. Right now, conversations happening across offices and groups.

Trying to figure out when this group will meet next year and what to call ourselves.

SST ASD/LI 1% Equity and Access Workgroup Meeting Agenda

June 8 2:00-3:30pm (last meeting of the year)

Welcome!

Introductions when new members join our group

Link to Google folder for this group: <https://drive.google.com/drive/folders/1N-7gQV0scfWp7UdIYRdAPCN54cjuT7LM?usp=sharing>

Notetaker (volunteer needed):

Proposed topics for discussion: (SST's add topics to the list freely)

Troubleshooting, questions, concerns, hot topics, etc.

Pressing topics and/or questions for this meeting:	Request made by: (name and region)
<ul style="list-style-type: none"> ● ODE Updates ● Tier 2 Reflection Tool update (optional form for Tier 2 districts next year) 	<ul style="list-style-type: none"> ● Presented by: Wendy & Ma'Taya
<ul style="list-style-type: none"> ● Exploring CoP's, PD and PLC's using the www.LiteracyAccessforAll.org website <ul style="list-style-type: none"> ○ SST 14/ESC - PD Series ● Coming soon: Ashland credit for Literacy Access ● Meeting dates for next year: <ul style="list-style-type: none"> ○ Tentative dates: 1%/Low incidence group scheduled for the first Tuesday of the month from 2:00-3:30. ○ Sept 6, Oct 4th, Nov 1st, Dec 6, Jan 3, Feb 7, March 7, April 4, May 2, June 6. ○ NOT YET APPROVED - will send a calendar invite for all dates once approved ● Group Name: LRE?, 1%, LI? ● Transfer of all of these files to SharePoint (coming soon) 	<ul style="list-style-type: none"> ● Presented by: Megan - SST 14 ● Presented by: Shawna, Wendy, Aimee
<ul style="list-style-type: none"> ● Other topics: 	<ul style="list-style-type: none"> ●
Next meeting: We will be in touch - please hold dates above	

Improving Outcomes for Learners with Complex Needs Workgroup
(Formerly 1% CoP)
Meeting Agenda

September 6 2:00-3:30pm

Welcome!

Introductions – We have many new members joining our group

Link to old Google folder for this group: <https://drive.google.com/drive/folders/1N-7gQV0scfWp7UdIYRdAPCN54cjuT7LM?usp=sharing>

NOTE: this Google folder will no longer be used or updated. OCALI has switched all files to SharePoint. If Google is still preferred, we will need a volunteer from one of the SSTs to create, share and maintain the folder.

If not, we will move all documents and files moving forward to SharePoint and ODE will host the files.

Notetaker (volunteer needed):

Today's Agenda:

1. **Thank you for completing our survey over district trainings and nominating so many districts!**
2. **Tier 2 Tool Updates:** Getting feedback from district personnel, Jo Hannah is requesting an official T2 webinar with SST's going through the tool, will be housed on the AASCD website. Present the five Tier 2 districts we are considering contacting to provide feedback on tool and get feedback from SST's.
3. **OH Alt-Certification Course will be updated and live 1.13.23, no policy changes.**
4. **Alternate Assessment Item Release:** For the first time ever, test items from the state's Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD) have been publicly released and are now available on the AASCD test portal. For each grade and subject area, these items provide educators and parents insight into the questions students experience during the alternate assessment. Included with this release are the associated extended learning standards and scoring guides. An updated AASCD Practice Site Guidance Document is also posted.
5. **ELA Extended Standards due for revision, committee recommendations?**

6. Supports needed specific to learners with complex needs to fulfill coaching and consultation re:

- 11 District Plan
- Monitoring reviews
- Corrective Action Plans
- Language and Literacy PD or coaching
- General IDEA supports: LRE, FAPE, IEP, Parent/Student Participation, Assessment, etc.

STATE SUPPORT TEAM DIRECTORS' MEETING May 18 & 19, 2022

Objective: The State Support Teams are guided by three areas of practice (Inclusive Instructional and Organizational Leadership, Capacity Building Through Professional Capital, and Inclusive Instructional Practice) and within these focused areas of practice, the culture of improvement and innovation must be developed by knowledgeable leaders with a deep understanding of specific strategies to support their work. The monthly State Support Team meetings will include the following recurring topics to build this capacity each month, including but not limited to: technical assistance document review, evidence-based strategies to improve instruction and student performance for all children ages 3 to 22 - particularly children and youth identified or suspected of having a disability, PBIS, Community Schools, Literacy, Data Systems and Routines, and Updates.

Please note that webinars will be scheduled twice each month for the purposes of seeking feedback, building capacity, and sharing ODE initiatives related to the work of the SSTs.

[May CI Toolkit Link](#)

DAY ONE TIME	Topic and Purpose	AREA OF PRACTICE	Person(s) Presenting and Responsible for Content Development	Resources (PPT, Links, Documents)
8:30-8:50	<p>Welcome</p> <p>SBOE Updates</p>	Inclusive instructional and organizational leadership	Welcome – Cindy Dewey and Jo Hannah Ward	SBOE Meeting Materials: State Board Meetings for 2022 Ohio Department of Education
8:50-10:10	<p>Information and updates from ODE <i>Provide just-in-time updates regarding ODE initiatives that impact the work of the SST</i> <i>Calendar items and asks for information will be shared here</i></p>	Inclusive instructional and organizational leadership	<p>ED STEPS Update – Scott May (8:50-9:10)</p> <ul style="list-style-type: none"> • One Plan Update – Diane Neal • One Needs Assessment Update – Bryan Hoynacke and Morgan Brown <p>11 Districts Update – Karen Jeffries (9:10-9:20)</p>	ED STEPS presenter form

DAY ONE TIME	Topic and Purpose	AREA OF PRACTICE	Person(s) Presenting and Responsible for Content Development	Resources (PPT, Links, Documents)
			<p>1% Alternate Assessment – Ma’Taya Hammond and Wendy Stoica (9:20-9:30)</p> <p>Intensive Supports Updates: Improvement Review – Claire Jones and Tarik White (9:30-9:45)</p> <p>Literacy Updates – Melissa Babcock, Tricia Merenda and Melissa Weber-Mayrer (9:45-10:00)</p> <p>SST Evaluation – Cindy Dewey and Jo Hannah Ward (10:00-10:10)</p>	<p>OIS presenter form</p> <p>Literacy Updates documents</p>
10:10-10:30 – Break				
10:30-11:15	<p>Problems of practice <i>Time to share strategies and practices SSTs use in their region to build capacity of the districts they serve.</i></p>	Inclusive instructional and organizational leadership	Revisiting Our Objective and Developing Norms – Cindy Dewey and Jo Hannah Ward	<p>Notes document – complete in small groups: SST Meeting agreements May 2022.docx</p> <p>PPT: SST Meeting overview May 2022.pptx</p>
11:15-12:15 – Lunch				
12:15-2:00	<p>Quad Breakout and Adjourn <i>Time for quad discussion</i></p>	Capacity building through professional capital		

DAY TWO TIME	Topic and Purpose	AREA OF PRACTICE	Person(s) Presenting and Responsible for Content Development	Resources (PPT, Links, Documents)
9:00-9:20	Welcome and Debrief Previous Meeting		Debrief of Day One and Review Takeaways	
9:20-10:00		Inclusive instructional and organizational leadership	Early Childhood Mental Health Update – Lisa Golden, ODMHAS and Angie Gibbs, Athens-Meigs ESC	ECMH presenter form ECMH PowerPoint
10:00-10:15 Break				
10:15-11:15	Information and updates from ODE <i>Provide just-in-time updates regarding ODE initiatives that impact the work of the SST</i> <i>Calendar items and asks for information will be shared here</i>	Inclusive instructional and organizational leadership	Regional Data Tools – review and input – Cindy Dewey & Bryan Hoynacke Integration of 11 District Plan into SDA – Michele Moore & Lynn McKahan	DRAFT PAD template for 22-23 DRAFT SDA template for 22-23 Will link soon – waiting on final updates
11:15-12:00	SDT Report <i>Share capacity-building plans from the CORE SDT meeting for the QUAD meetings, webinars, etc.</i>	Inclusive instructional and organizational leadership & capacity building through professional capital	2022 August Institute Information – Lisa Baker, Lynn McKahan, Michele Moore, Jenine Sansosti, Tracy Vetack	
12:00-1:00 Lunch				
1:00-2:20	Report outs and planning forward: consultant	Capacity building through professional capital	OII SST Consultant Meetings – Phil Latessa and Bryan Hoynacke (1:00-1:10)	

DAY TWO TIME	Topic and Purpose	AREA OF PRACTICE	Person(s) Presenting and Responsible for Content Development	Resources (PPT, Links, Documents)
	<p>meetings and workgroups <i>Each office provides updates on previous meetings (high level) and describes next steps – 10-15 minutes each</i></p>		<p>PBIS – Michelle Copeland (1:10-1:20)</p> <p>SST/OEC Workgroup – Aimee Troyer (1:20-1:30)</p> <p>Early Childhood – Wendy Grove (1:30-1:40)</p> <p>Urban Literacy Specialists Workgroup – Karen Jeffries (1:40-1:50)</p> <p>Post-Secondary Workgroup – Amy Szymanski (1:50-2:00)</p> <p>Assistive Technology Workgroup – Sara Sadowski (2:00-2:10)</p> <p>Universal Design for Learning Workgroup – Sara Sadowski (2:10-2:20)</p>	<p>PBIS presenter form</p> <p>Early Childhood presenter form</p> <p>ULS presenter form and next agenda</p> <p>Post Secondary presenter form</p> <p>ATAEM presenter form</p>
2:20-2:30 Break				
2:30-2:40			Quickbase Update – Betsy Apolito and Jo Hannah Ward	
2:40-3:30	<p>Cross-Region Discussion <i>Mixed group breakouts.</i></p>	<p>Inclusive instructional and organizational leadership & capacity building through professional capital</p>		

