

One Percent Waiver Extension Request

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



**SUBMISSION TO U.S.
DEPARTMENT OF EDUCATION
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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 2017-2022.

Ohio's Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD) participation rates in school year 2022-2023 were 0.9% in reading, mathematics and science. Ohio understands that a waiver extension request is not required. This waiver extension request is submitted to represent the major improvements Ohio's education system has made to meet the needs of students with the most significant cognitive disabilities and ensure all students take the right tests.

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 2017-2018 through 2022-2023.

Table 1: Ohio's Participation in Alternate Assessment by Subject Across Years (EdPass)

School Year	Reading	Mathematics	Science
2017-2018	1.9%	1.9%	2.0%
2018-2019	1.9%	1.9%	1.9%
2020-2021	1.3%	1.4%	1.4%
2021-2022	0.9%	0.9%	1.0%
2022-2023	0.9%	0.9%	0.9%

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

- Annually requiring justification 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, mathematics and 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.

During the 2022-2023 school year, the Department communicated with 951 districts to collect alternate assessment justification and assurances. Districts and community schools were required to complete the assurances and submit a district justification if they anticipated testing more than 1.0% of their students in the AASCD. The Department received 99% of the district justification and assurance forms. The Office for Exceptional Children followed up with the two nonresponding districts to receive justification and assurances.

The alternate assessment team has worked diligently to ensure all districts and community schools complete the district justification and assurances and are aware of the available state resources for implementing Ohio's alternate assessment program efficiently. The team's efforts included adding the following attachments to the alternate assessment district justification form as helpful resources:

- [District Justification and Assurance Form Template](#)
- [AASCD Decision-Making Tool](#)
- [AASCD Decision-Making Tool FAQs](#)
- [Teacher and Family resources](#)
- [District Alternate Assessment Self-Reflection Guide](#)
- [AASCD Test Administration Certification Course](#)
- [Ohio Accessibility Manual](#)

Beginning in the 2023-2024 school year, the Department will post the alternate assessment district justification and assurances in the Comprehensive Continuous Improvement Plan (CCIP). The CCIP is a unified grants application and planning system used by the Department.

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, 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 and 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 Individualized Education Program (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 is taking significant steps toward improving the appropriate use of the alternate assessment statewide. These steps include but are not limited to the following:

1. The Department continues to implement the [Alternate Assessment Decision-Making Tool](#), which was developed in the fall of 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 2024 AASCD 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 AASCD participation decisions
 - Inquiring about what frequently asked questions and family resources brought adequate guidance to parents and districts
2. The Department continues to annually update its Ohio Accessibility Manual as needed to address technical edits for accessing Ohio's statewide assessments that are online with paper testing as an accommodation.
 3. The Department continues to promote the use of the [Ohio Alternate Assessment Test Administration Certification course](#) as an option to fulfill district AASCD administration training requirements.
 4. The Department continues to provide accommodating resources for educators teaching students with complex needs. Beginning September 11, 2023, Ohio's AASCD items will be available to the education community in the Assessment Authoring system. This system will enable AASCD teachers to create their own tests from a bank of Ohio's released AASCD test questions, administer these tests to their students using the familiar Test Delivery System, and view results in the [Centralized Reporting System \(CRS\)](#). Features include the following:
 - Creating custom, teacher-authored tests aligned to Ohio's Learning Standards – Extended (OLS-E); A bank of AASCD specific test questions (items); Collaboration tools to allow educators to work within and across schools to create tests; Test sharing to allow created tests to be administered by teachers within or across schools; Printing of individual test questions or complete tests.
 5. The Department continues to promote the [one-page flyer](#) that is designed for families and to serve as a companion to the [Frequently Asked Questions](#), both of which were created to describe the AASCD. This family resource provides information on how IEP teams determine alternate assessment eligibility in Ohio and provides a reminder that ESSA requires all students to participate in statewide assessments. The purpose of the one-page flyer is to serve as useful guidance to IEP teams, especially parents, during special education meetings regarding AASCD inquiries, eligibility and participation.
 - The one-page flyer and the [Assessment Toolkit for Parents](#) alongside the newly created [Evaluation Roadmap](#) are on the Department's new family engagement [website](#).
 6. The Department continues to provide internal guidance to ensure all appropriate specialists are well informed of federal AASCD requirements and Ohio's AASCD program.
 7. The Department continues to annually publish alternate assessment participation rates to both the [Special Education Profiles](#) and [Special Education Ratings](#). 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 status 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 self-review summary report and an improvement plan. Thirteen Tier 3 districts were identified in 2022-2023 school year and completed Self-Review Summary Report and an Improvement Plan. These activities are monitored at the state level through the Special Education Program Monitoring process.
 8. The Department's Office of Graduate Success and the Office for Exceptional Children anticipates releasing a Graduation Decision-Making Tool for Students with an IEP at the beginning of the 2023-2024 school year. IEP teams can use the Tool to determine whether a student will graduate with a regular diploma. In Ohio, students with disabilities who take the AASCD do not earn a regular diploma under IDEA Indicator 1 reporting purposes; however, they do earn an Ohio diploma. The use of the

Graduation Decision-Making Tool for Students with an IEP will initiate productive conversations between families and IEP teams about how participating in Ohio's AASCD may affect their student.

9. The Department's Office of Assessment continues to host an annual Ohio Assessment Conference. Since 2021, the Office of Assessment has invited educators across the state to learn about a variety of topics related to Ohio's assessment programs.
 - During the [2023 Ohio Assessment Conference](#) 2,500 attendees were present to hear various updates regarding Ohio's assessment programs including the Alternate Assessment for Students with the Most Significant Cognitive Disabilities and Ohio's Accessibility Manual. Conference attendees included the following roles: district test coordinators, district administrators, district reporting users, building test coordinators, building reporting users, test administrators, teachers, data coordinators, technology coordinators and others.
10. The Department collaborated with OCALI by recording a [webinar](#) to continue efforts of educating parents/guardians on Ohio's AASCD.
 - The Department continues to promote OCALI's Literacy Access for ALL/Ensuring Access to the General Curriculum for All Learners [website](#) as a resource for educators. The Literacy Access for ALL/Ensuring Access to the General Curriculum for All Learners website provides educators and other specialists with the strategies, research and support resources to effectively design instruction and assessment in a way that provides universal access to courses, lessons and learning activities across all grade-levels.
 - The Department continues to work in partnership with stakeholder groups like OCALI's [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.
11. Alternate Assessment Workgroup members from across the Department, along with selected stakeholders, continue to 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 2023-2024 state waiver extension request was posted for public comment Oct. 31-Nov. 14, 2023. The department received two comments during the public comment period. The comments and the Departments responses can be found in appendix O.

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 AASCD opens Feb. 26, 2024. Ninety days prior to the start of Ohio’s testing window (Nov. 24, 2023), 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 AASCD (See Tables 2A-2C).

Table 2A: 2022-2023 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	868,960	7,903	876,863	0.90%
American Indian or Alaskan Native	1,179	9	1,188	0.76%
Asian or Pacific Islander	25,994	272	26,266	1.04%
Black, Non-Hispanic	147,653	1,809	149,462	1.21%
Hispanic	64,913	580	65,493	0.89%
Multiracial	53,732	440	54,172	0.81%
White, Non-Hispanic	575,489	4,793	580,282	0.83%
Students with Disabilities	136,377	7,881	144,258	5.46%
Economically Disadvantaged	442,071	4,648	446,719	1.04%
English Learners	34,358	493	34,851	1.41%

Table 2B: 2022-2023 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	853,373	7,911	861,284	0.92%
American Indian or Alaskan Native	1,141	9	1,150	0.78%
Asian or Pacific Islander	25,160	274	25,434	1.08%
Black, Non-Hispanic	144,232	1,795	146,027	1.23%
Hispanic	63,598	573	64,171	0.89%
Multiracial	52,577	439	53,016	0.83%

White, Non-Hispanic	566,665	4,821	571,486	0.84%
Students with Disabilities	133,563	7,889	141,452	5.58%
Economically Disadvantaged	433,160	4,624	437,784	1.06%
English Learners	33,195	481	33,676	1.43%

Table 2C: 2022-2023 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	381,037	3,619	384,656	0.94%
American Indian or Alaskan Native	511	3	514	0.58%
Asian or Pacific Islander	10,917	118	11,035	1.07%
Black, Non-Hispanic	63,348	876	64,224	1.36%
Hispanic	28,971	235	29,206	0.80%
Multiracial	22,182	181	22,363	0.81%
White, Non-Hispanic	255,108	2,206	257,314	0.86%
Students with Disabilities	57,647	3,907	61,254	5.89%
Economically Disadvantaged	187,681	2,093	189,774	1.10%
English Learners	13,647	213	13,860	1.54%

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: 2022-2023 Participation Rate of All Students and Students with Disabilities (Grades 3-8 and High School)

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	876,863	886,757	98.88%	144,258	147,245	97.97%
Mathematics	861,284	872,883	98.67%	141,452	144,886	97.63%
Science	384,656	392,401	98.03%	61,254	63,475	96.50%

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 2022-2023, 99% of districts submitted justifications and assurances by March 30, 2023. Districts

and community schools were required to complete the assurances and submit a district justification if they anticipated testing more than 1.0% of their students in the AASCD. The two 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 AASCD.

Evidence of Progress

The Department received assurances from 99% of required districts and community schools. The regional state support teams supported the Department in obtaining district and community school completion. For a more efficient process, beginning in the 2023-2024 school year, the Department will post the alternate assessment district justification and assurances in its [Comprehensive Continuous Improvement Plan \(CCIP\)](#). The CCIP is a unified grants application and planning system used by the Department. As a part of this transition process, starting January 2024, justification and assurances links will no longer be emailed to Superintendents. Instead, the entire process will be conducted through the CCIP dashboard offering a more centralized experience.

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 AASCD (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 address any disproportionality in the percentage of students in any subgroup participating in the alternate assessment via completion and submission of the required district justification with the superintendent's signature. Districts and community schools that test more than 3.5% 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 justification and assurance forms, 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 Departments [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 required 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 summary report 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 IEP goals.

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

Disability Category	Participation Data			
	2018-2019	2020-2021	2021-2022	2022-2023
Multiple Disabilities (other than Deaf-Blind)	13,957	10,154	9,087	8,572
Deaf-Blindness	52	29	46	30
Deafness (Hearing Impairment)	127	42	21	22
Visual Impairments	74	28	9	11
Speech and Language Impairments	16	9	6	2
Orthopedic Impairments	170	93	51	33
Emotional Disturbance	537	173	69	37
Intellectual Disabilities	13,810	7,435	3,661	2,769
Specific Learning Disabilities	1,057	288	76	63
Autism	10,537	8,383	7,161	7,065
Traumatic Brain Injury	620	439	350	333
Other Health Impaired (Major)	193	98	136	124
Other Health Impaired (Minor)	1,642	963	416	316

Race and Ethnicity	Participation Data				Risk Ratio		
	2018-2019	2020-2021	2021-2022	2022-2023	ELA	MATH	SCI
Asian	768	590	577	631	0.88%	0.90%	0.85%
Black or African American	10,535	6,571	4,833	4,448	1.44%	1.45%	1.48%
Hispanic/Latino	2,389	1,787	5,613	1,388	0.92%	0.92%	0.88%
American Indian or Alaska Native	49	37	37	21	1.07%	1.05%	0.98%
Multiracial	1,976	1,447	1,169	1,058	0.89%	0.90%	0.87%

Native Hawaiian or Other Pacific Islander	44	37	20	30	N/A	N/A	N/A
White	27,031	17,665	13,016	11,801	0.91%	0.91%	0.92%

English Learner Status	Participation Data				Risk Ratio		
	2018-2019	2020-2021	2021-2022	2022-2023	ELA	MATH	SCI
Yes	1,612	1,335	1,090	1,113	0.50%	1.40%	1.44%
No	40,957	26,660	19,899	18,142	N/A	N/A	N/A

Socioeconomic Status	Participation Data				Risk Ratio		
	2018-2019	2020-2021	2021-2022	2022-2023	ELA	MATH	SCI
Disadvantaged	28,527	17,227	11,855	11,328	1.27%	1.27%	1.28%
Not Identified as Disadvantaged	14,265	10,907	9,234	8,049	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 AASCD through Ohio's Alternate Assessment Participation Decision-Making Tool. The 2022-2023 school year was the third full year of implementation for Ohio's required Decision-Making Tool. Ohio has provided significant training and technical assistance to reduce the number of students with disabilities taking the AASCD and being measured against alternate academic achievement standards. Since 2021, this has resulted in approximately 9,500 students with disabilities transitioning to the general education grade level assessment. The Department is investing in additional professional development focused on accessibility, Ohio Learning Standards – Extended, accessing the general education curriculum and specialized instruction for students with complex needs.

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 identify AASCD participation data
- Notifying districts and community schools of Tier 3 identification regarding AASCD participation data above 1.0%
- Developing resources to assist districts and community schools, as well as IEP teams with appropriate AASCD eligibility
- Providing biweekly office hours during the AASCD 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 regional state support team consultants
- Releasing a Graduation Decision-Making Tool for students with disabilities to help IEP teams determine if a student is following a typical pathway to meeting graduation requirements and earning an Ohio diploma
- 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 throughout the school year and during the test administration window to discuss implementation of the Alternate Assessment Participation Decision-Making Tool and

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 2023 test administration window was to meet biweekly with alternate assessment regional state support team trainers between February 2022 and April 2022, to discuss the use of the Alternate Assessment Participation Decision-Making Tool, test administrator training and specific questions about supporting a region during the test window.

In January 2023 the Department provided training and released an optional support guide titled [District Alternate Assessment Self-Reflection Guide](#). This Guide targets districts with an alternate assessment participation rate of 1.1%-3.4%; however, it is an available resource to all districts. The Guide (Appendix C) is a resource for districts that have been identified as needing moderate support based on their alternate assessment participation data. The District 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 best serves districts that are interested in being proactive regarding their alternate assessment participation rates. Each section provides the Department's best practices following the Every Student Succeeds Act along with guiding questions and resources.

In January 2024, the Department's Special Education Profiles will identify Tier 3 districts with alternate assessment participation rates that exceed 3.5%. The self-review summary report requires district teams to review 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 regional 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 and submit as system improvement/evidence by Sept. 27, 2024.

Timeline for Improving Implementation of Guidelines

August 2022 through November 2023: The Alternate Assessment Workgroup provided support and training 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

- Council of Administrators of Special Education (CASE)
- Georgia Department of Education
- New Mexico Public Education Department
- Maryland State Department of Education
- Wyoming Department of Education
- Texas Education Agency
- The 2023 Office of Special Education Programs Leadership and Project Directors Conference
- The Ohio Coalition for the Education of Children with Disabilities (OCECD)

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 AASCD. 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 AASCD. 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. The Department uses a multipoint rubric to identify districts for tiered monitoring and support:

- Failure to submit district assessment data
- Failure to submit a district justification
- Percent greater than 3.5
- Three-year increase in participation
- Spike in participation in a year (>1%)
- Disability type anomaly

Additional information is listed in the 2023-2024 Alternate Assessment Indicator Manual (Appendix F).

Table 5: History of Tier 3 (3.5%+) Identified and Monitored Districts

School Year	Number of Identified Tier 3 Districts
2019-2020	83
2020-2021	52
2021-2022	13
2022-2023	5

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 regional 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-review summary reports, improvement plans and upload documentation of completed action steps. Specialists in the Department’s Office for Exceptional Children review and monitor 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 team shares OCALI’s [Access to the General Education Curriculum](#) website as a resource for all districts, but especially for districts with high alternate assessment participation rates. 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 particularly 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.

Evidence of Progress: Tier 3

Tier 3 support is for districts and community schools that have participation rates above 3.5% requiring intensive support. The Department provided technical assistance and resources to Tier 3 districts and community schools as outlined in the 2022-2023 waiver extension request. 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 3 Progress 2022-2023

Planned Action Steps	Evidence of Implementation 2022-2023
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.	<ul style="list-style-type: none"> • Office for Exceptional Children Special Education Program Monitoring Process • District Self-Review Summary Report* • District Improvement Plan Template*
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.	<ul style="list-style-type: none"> • Disproportionality Data from Data Team • Equity in Special Education: Disproportionality • National Center for Educational Outcomes Disproportionality Guidance • 2023-2024 Draft Alternate Assessment Indicator Manual* • Disproportionality Calculator
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.	<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"> • District 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 biweekly community of practice meetings hosted by the National Center for Educational Outcomes

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 2022-2023 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 are available in the appendices (marked with an asterisk).

Table 7: Evidence of Tier 2 Progress 2022-2023

Planned Action Steps	Evidence of Implementation 2022-2023
<p>1. 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>2. 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 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>	<ul style="list-style-type: none"> • https://literacyaccessforall.org/ • SST Training Data Collection MS Form* • Sharing of resources • State Support Team and school districts alternate assessment office hours during testing window • 2023-2024 Draft Alternate Assessment Indicator Manual*

Evidence of Progress: Tier 1

Tier 1 support is for districts and community schools that are below 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 2022-2023 waiver. Evidence of implementation for each action step is listed in Table 8 below. Some of the sample documents referenced are available via web-based links or listed in the appendices (marked with an asterisk).

Table 8: Evidence of Tier 1 Progress 2022-2023

Planned Action Steps	Evidence of Implementation 2022-2023
1. The Department will continue to implement resources on appropriate alternate assessment participation.	<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
2. The Department will present at statewide conferences and other events for teachers, administrators and families.	<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 • Council of Administrators of Special Education (CASE)
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.	<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* • 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
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.	<ul style="list-style-type: none"> • Ohio Learning Standards – Extended • Spring 2023 Alternate Assessment Test Administration Manual • Frequently Asked Questions over the Alternate Assessment (English - Spanish) • Alternate Assessment 1-Page Flyer • Alternate Assessment Practice Site
5. Technical support from the Department is available to all stakeholders through phone support and a dedicated email address (AAparticipation@education.ohio.gov).	<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 2023-2024

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](#) and the [Ohio Coalition for the Education of Children with Disabilities](#) 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. The Department will 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 and the 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.
5. The Alternate Assessment team will continue to annually revise the AASCD Test Administrator Survey as needed and respond to follow-up requests from teachers and staff.

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. Draft 2023-2024 District Self-Review Summary Report Template
- E. Draft 2023-2024 District Improvement Plan Template
- F. Draft 2023-2024 Special Education Profile Required Actions Manual: Indicator Alternate Assessment
- G. Ohio Statewide Testing and Students with Disabilities Advisory Committee: Sample meeting agendas
- H. Ohio's PowerPoint Presentation for Ohio Association of Pupil Service Administrators meetings
- I. State Advisory Panel for Exceptional Children: Sample agenda
- J. Assessment Test Steering Committee Agenda
- K. Improving Outcomes for Learners with Complex Needs: Sample Agenda
- L. Office for Exceptional Children, All-Staff Meeting: Sample Agenda
- M. State Advisory Panel for Exceptional Children: Sample agenda
- N. Ohio Statewide Testing and Students with Disabilities Advisory Committee: Sample meeting agenda
- O. 23-24 One Percent Waiver Extension Request - Public Comment and D.E.W Feedback

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](#).

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 that 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 that are interested in being proactive regarding their alternate assessment participation rates. Each section provides the Department's best-practices following the 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 with assurances.</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 2. EMIS Manual
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 districtwide implementation of Ohio's Alternate Assessment Decision-Making Tool? 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</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.*

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).

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 participation decision 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 criteria 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 subgroups.

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 subgroups. (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:

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 the district's regional state support team and general education partners must be part of the district's Self-Review Summary Team for disproportionality indicators. General education partners could include building principals, general education teachers, and/or central office administrators.

Districts must complete and upload the entire Self-Review Summary Report, in the original format, to the Monitoring system for review and approval by the Office for Exceptional Children. The Monitoring System can be accessed through OH|ID Workforce.

Title	Name	Date
SST Facilitator		

Districts with an approved Data Appeal: Complete SECTION A only

Districts with Indicator Noncompliance: Complete SECTION B only

Districts with Indicator Noncompliance and approved Data Appeal: 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 of noncompliance. The completed *self-review summary report* will serve as the foundation for developing improvement plans.

The Guiding Questions are organized under topics specific to each indicator and will help the district team review current policies, procedures, practices and internal monitoring systems.

Step 1: Data Gathering	Step 2: Data Summary	Step 3: Area of Concern?	Step 4: Root Cause
Under each Topic, use the text boxes to answer all Data Gathering questions.	Use the Data Summary box to summarize what the team learned from answering the Data Gathering questions.	<p>If the team decides this topic is an Area of Concern:</p> <ul style="list-style-type: none"> • Select YES in the Area of Concern box • Go to Step 4 <p>If the team decides this topic is not an Area of Concern:</p> <ul style="list-style-type: none"> • Select NO in the Area of Concern box • Leave the Root Cause box blank • Continue to the next set of Data Gathering questions. 	<p>If the team decided this topic is an Area of Concern:</p> <ul style="list-style-type: none"> • Utilize a root cause analysis method to determine the core issue that led to the noncompliance and record this information in the Root Cause box. • Develop activities for all root causes in the improvement plan to mitigate future noncompliance

SECTION A: If your district has submitted a Data Appeal, do not complete the Self-Review Summary Report until the Office for Exceptional Children has reviewed the evidence and communicated the status of the appeal 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:			
<p>Data Gathering:</p> <p>A. Who is responsible for running the General Issues report for your district to be certain data is accurate and complete?</p> <p>B. How often is the General Issues report accessed?</p>	<p>Data Summary:</p>	<p>Area of Concern?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>Root Cause:</p>
2. Topic: District’s practices regarding data reporting:			

Section A: Guiding Questions for Verified Data Reporting Errors			
<p>Data Gathering:</p> <p>A. Who is responsible for identifying and correcting data reporting errors, to include EMIS noncompliance codes?</p> <p>B. What is the practice for correcting data reporting errors, to include EMIS noncompliance codes?</p> <p>C. Who is responsible for being certain corrections to data reporting errors are complete and accurate (cannot be same person)?</p>	<p>Data Summary:</p>	<p>Area of Concern?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>Root Cause:</p>
3. Topic: District training and technical assistance regarding data reporting:			
<p>Data Gathering:</p> <p>A. What types of technical assistance and training has your district received regarding preschool transition data reporting and/or EMIS?</p> <p>B. How often do district personnel participate in EMIS training?</p> <p>C. Who provides the trainings?</p> <p>D. To whom are trainings provided?</p>	<p>Data Summary:</p>	<p>Area of Concern?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>Root Cause:</p>

SECTION B: To be completed by districts with noncompliance. Analysis of educational equity regarding the disproportionate representation of students with disabilities in any racial and ethnic subgroups who are disciplined at a higher rate than their peers.

Section B: Guiding Questions for Noncompliance			
4. Topic: Reflection (<i>District's with required actions for this indicator within the previous <u>three</u> profile years must complete Section B; Topic 4</i>):			
<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>Data Summary:</p>	<p>Area of Concern?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>Root Cause:</p>

Section B: Guiding Questions for Noncompliance			
E. How can a revised process align more with district need and practices?			
5. Topic: Policies, Practices and Procedures			
Data Gathering: A. Do IEP teams utilize the Alternate Assessment Decision Making Tool? B. If not, how do IEP teams decide which students are eligible for participating in the alternate assessment? C. How do IEP teams confirm that students identified for the alternate assessment have a disability that significantly impacts intellectual functioning? 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?	Data Summary:	Area of Concern? <input type="checkbox"/> Yes <input type="checkbox"/> No	Root Cause:
6. Topic: Training for District Staff Regarding Alternate Assessment Eligibility			
Data Gathering: A. How often are staff trained on alternate assessment participation criteria? a. Who receives this training? b. Who provides the training? B. Is your district aware of the Alternate Assessment Test Administration Certification course created by the Office of Assessment? C. What professional learning opportunities are available to address meeting the needs of diverse learners? D. What coaching or supports are provided as follow-up to district professional learning?	Data Summary:	Area of Concern? <input type="checkbox"/> Yes <input type="checkbox"/> No	Root Cause:
7. Topic: Family Involvement			

Section B: Guiding Questions for Noncompliance			
<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?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>Root Cause:</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="padding-left: 20px;">a. Are there patterns across schools or grade levels?</p> <p style="padding-left: 40px;">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 participation in alternate assessment. For each disability category, identify the number of students who are alternately assessed in the district:</p> <p style="padding-left: 20px;">a. Deafness/Hearing Impairment</p> <p style="padding-left: 20px;">b. Visual Impairment</p> <p style="padding-left: 20px;">c. Orthopedic Impairment</p> <p style="padding-left: 20px;">d. Emotional Disturbance</p> <p style="padding-left: 20px;">e. Other Health Impaired – Minor</p> <p style="padding-left: 20px;">f. Other Health Impaired – Major</p> <p>C. Of the disability categories above, which two categories have the largest number of students participating in the Alternate Assessment?</p> <p>D. Explore each category’s data separately for possible commonalities, patterns or trends (building, grade level,</p>	<p>Data Summary:</p>	<p>Area of Concern?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>Root Cause:</p>

Section B: Guiding Questions for Noncompliance			
teacher, school psychologist, receiving services outside the district, other): <ul style="list-style-type: none"> a. Now, compare the data of both categories and identify commonalities, patterns or trends: b. 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.			
Data Gathering: <ul style="list-style-type: none"> A. How are participation rates different for certain subgroups (e.g., black, Hispanic, Asian, white, English learners, economically disadvantaged) as compared to other subgroups? B. Are trends evident that show participation of a subgroup increasing or decreasing over time (i.e., three years)? 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? 	Data Summary:	Area of Concern? <input type="checkbox"/> Yes <input type="checkbox"/> No	Root Cause:

2023-2024 Alternate Assessment Participation Indicator Improvement Plan

Appendix E

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 27, 2024 :	Evidence of completed activity (training materials, agendas, sign-in sheets, procedure manuals...)
1. Review policies, practices and procedures:			
2. Training:			
3. Disproportionality Calculator (if applicable):			
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.

2023-2024 Special Education Profile

Required Actions Manual: Alternate Assessment Participation

DRAFT





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Special Education Profile

Overview

What is the Special Education Profile?

The Individuals with Disabilities Education 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 continuously improve special education services.

Six Essential Questions:

Ohio's indicators are organized under 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?

Ensuring Data Security

It is the responsibility of each district to manage the security of student level data. Districts should observe their local policies for security of unmasked information.

District Access to the Special Education Profile

Data in the district version of the Special Education Profile are unmasked and not intended for public distribution. 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.

- 1) Log in to the OH|ID portal and select the *Special Education Profiles & Ratings* application.
- 2) Select the link for the current year's profile.
- 3) Select the View Profile tab.
- 4) Click the +More Information tab under the indicator to see data notes and action statements.

Public Access to the Special Education Profile

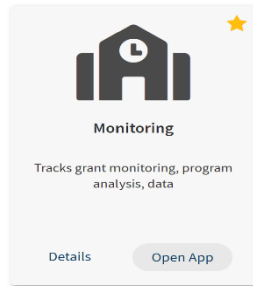
The department provides separate, [public access to the Special Education Profile](#). The data provided in public version are masked and intended for public use. The public version of the profile does not include required actions or compliance status.



Steps to Accessing the Monitoring System

Communications regarding the Special Education Profile will be managed through the Monitoring System, which can be accessed through the OH|ID portal.

- 1) 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.



- 2) A district user must have one of the following roles in the Ohio Educational Directory System (OEDS), assigned by the district's Ohio Educational Directory System coordinator, to access the required surveys:
 - a. Superintendent
 - b. Supervisor-Special Education-General
 - c. Director-Special Education-General
 - d. Special Education Contact
 - e. Primary Contact-Sponsor
 - f. SST-Support Schools
 - g. Coordinator-Special Education-General
 - h. Assistant Superintendent
 - i. Superintendent Designee
- 3) Go to *Select Program* and choose *Special Education Program Monitoring*.



Steps to Accessing the Secure Site

This secure platform is used to safely share documents with personally identifiable information. Student records must be shared by uploading to the secure Document Upload Site and must not be sent via email or uploaded to the Monitoring System.

- 1) Go to the department's [secure site](#).
- 2) Enter the requested information in all fields with a red asterisk:
 - a. Enter the first and last name of the person uploading documents.
 - b. Enter the email of the person uploading documents.
 - c. When identifying the Purpose of the upload, select **OEC Monitoring** from the dropdown box.
- 3) Use the Choose File tabs to locate the document to be uploaded.
 - a. Lengthy titles will hinder uploads.
 - b. Maximum document size is 5 MB.
 - c. Only the following file extensions are accepted: .doc, .docx, .gif, .jpg, .jpeg, .mht, .pdf, .txt, .xls, .xlsx, .xslm, .xlsb, .png, .zip, .msg.
 - d. This is a secure platform intended exclusively for documents containing personally identifiable information.
 - e. Do not upload self-reviews, improvement plans, or other required items not containing sensitive information to the secure site. These items must be uploaded to the district's page in the Monitoring System.
- 4) After expanding the Upload tab, you will receive an email confirming the upload of the application.
- 5) If you are experiencing problems submitting to the Document Upload, please attempt the following:
 - a. Use a different browser (Edge or Chrome).
 - b. Clear your browsing history.
 - c. Using a shorter email address.
 - d. Ensure that uploads are completed under a full IRN and district name.



Progressive Sanctions

Districts with findings of noncompliance 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 not corrected within one year will be reflected in the district's annual Special Education Rating.



Data Reporting Errors for Alternate Assessment Participation

All data errors must be verified by the Office for Exceptional Children. The district must wait for an email from the department regarding appeal verification status before moving forward with required actions.

Districts with verified data appeals due to erroneous data submitted to EMIS by the district will receive a lower score for timely and accurate data (indicator 20) on the Special Education Rating.

To proceed with submitting a data appeal for Disproportionality indicators, follow the process below.

Verification Process for Data Reporting Error

Submit by February 9, 2024

- 1) Download the *Data Reporting Error & Data Appeal Verification Form* from the Special Education Profile.
- 2) Complete all areas on the form.
- 3) Ensure the specific indicator being appealed and the basis of the appeal is clearly described.
- 4) The *Data Reporting Error & Data Appeal Verification Form* must be signed by the district's superintendent.
- 5) Email the *Data Reporting Error & Data Appeal Verification Form* to the [profile mailbox](#)
- 6) Label all supporting documents as **DRE_AASCD** when uploading to the [secure site](#).



Required Actions: Alternate Assessment Participation

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 1.00 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 Significant Cognitive Disabilities in reading divided by the number of all students tested.

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

Download all required forms from the Special Education Profile by opening the +More Information tab located below each indicator description.

Pathway for Districts with Verified Data Reporting Errors

Self-Review Summary Report

Submit by March 29, 2024

- 1) Download the *Alternate Assessment Self-Review Summary Report* from the Special Education Profile.
- 2) Follow the instructions on the form to complete Section A of the *Alternate Assessment Self-Review Summary Report* (State Support Team involvement on the self-review team is **not** required).
- 3) The district team must address improvement of systems and practices for collecting and reporting data.
- 4) Name the file with the district's IRN and Indicator (123456_AASCD) and submit the self-review summary report to the Monitoring System.

Improvement Plan

Submit by March 29, 2024

- 1) Download the *Results Indicator Improvement Plan* from the Special Education Profile.
- 2) Follow the instructions on the form to complete the *Results Indicator Improvement Plan*. Refer to the self-review summary report for developing plan activities.
- 3) Improvement plans must be signed by all parties. New signatures are required for revised plans. Keep the improvement plan and the signature page as one document (do not submit signatures separate from the plan).
- 4) Name the file with the district's IRN and Indicator (123456_AASCD) and upload the signed plan to the Monitoring System for the Office for Exceptional Children to review and approve.

Systemic Improvement / Evidence

Submit by September 20, 2024

- 1) Evidence of completion for all activities, as written in the improvement plan.
- 2) Name the file with the district's IRN and Indicator (123456_AASCD) and upload to the Monitoring System.

Pathway for Districts with Verified Data Reporting Errors + Exceeding 1% Participation Threshold

Self-Review Summary Report

Submit by March 29, 2024

- 1) Download the *Alternate Assessment Self-Review Summary Report* from the Special Education Profile.
- 2) Follow the instructions on the form to complete Sections A & B of the *Alternate Assessment Self-Review Summary Report* (State Support Team involvement on the self-review team is required).
- 3) The district team must address possible root causes for high alternate assessment participation rates and improvement of systems and practices for collecting and reporting data.
- 4) Name the file with the district's IRN and Indicator (123456_AASCD) and submit the self-review summary report to the Monitoring System.

Improvement Plan

Submit by March 29, 2024

- 1) Download the *Results Indicator Improvement Plan* from the Special Education Profile.
- 2) Follow the instructions on the form to complete the *Results Indicator Improvement Plan*. Refer to the self-review summary report for developing plan activities.
- 3) Improvement plans must be signed by all parties. New signatures are required for revised plans. Keep the improvement plan and the signature page as one document (do not submit signatures separate from the plan).
- 4) Name the file with the district's IRN and Indicator (123456_AASCD) and upload the signed plan to the Monitoring System for the Office for Exceptional Children to review and approve.

Systemic Improvement / Evidence

Submit by September 20, 2024

- 1) Evidence of completion for all activities, as written in the improvement plan.
- 2) Name the file with the district's IRN and Indicator (123456_AASCD) and upload to the Monitoring System.

Pathway for Districts Exceeding the 1% Alternate Assessment Participation Threshold

Self-Review Summary Report

Submit by March 29, 2024

- 1) Download the *Indicator Alternate Assessment Self-Review Summary Report* from the Special

Education Profile.

- 2) Follow the instructions on the form to complete Section B of the *Alternate Assessment Self-Review Summary Report* (State Support Team involvement on the self-review team **is** required).
- 3) The district team must address possible root causes for high alternate assessment participation rates.
- 4) Name the file with the district's IRN and Indicator (123456_AASCD) and submit the self-review summary report to the Monitoring System.

Improvement Plan

Submit by [March 29, 2024](#)

- 1) Download the *Results Indicator Improvement Plan* from the Special Education Profile.
- 2) Follow the instructions on the form to complete the *Results Indicator Improvement Plan*. Refer to the self-review summary report for developing plan activities.
- 3) Improvement plans must be signed by all parties. New signatures are required for revised plans. Keep the improvement plan and the signature page as one document (do not submit signatures separate from the plan).
- 4) Name the file with the district's IRN and Indicator (123456_AASCD) and upload the completed and signed improvement plan to the Monitoring System for the Office for Exceptional Children to review and approve.

Systemic Improvement / Evidence

Submit by [September 20, 2024](#)

- 1) Evidence of completion for all activities, as written in the improvement plan.
- 2) Name the file with the district's IRN and Indicator (123456_AASCD) and upload to the Monitoring System.



Helpful Links & Resources

[Contact Ohio's Alternate Assessment Program](#)

AAParticipation@education.ohio.gov

[Department's Alternate Assessment Webpage](#)

<https://education.ohio.gov/Topics/Testing/Ohios-Alternate-Assessment-for-Students-with-Sign>

[Secure Document Upload site](#)

<https://docupload.ode.state.oh.us/>

[Public access to the Special Education Profile](#)

<https://www.edresourcesohio.org/oec/publicProfileSummary.php>

[Special Education Indicator Target Setting webpage](#)

<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>

[Alternate Assessment Decision Making Tool](#)

<https://education.ohio.gov/Topics/Testing/Ohios-Alternate-Assessment-for-Students-with-Sign>

[Alternate Assessment Test Administration Certification course](#)

<https://oh-alt.portal.cambiumast.com/teachers.html>

[Alternate Assessment FAQ](#)

<https://education.ohio.gov/Topics/Testing/Ohios-Alternate-Assessment-for-Students-with-Sign/Ohio-s-Alternate-Assessment-FAQs>



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 Quest Business Center

May 3, 2023

9:00 AM – 12:30 PM

Facilitator Agenda

9:00am Welcome and Introductions

Elizabeth Bridges, ODE

9:15am Spring 2023 AASCD Test Administration

Bethany Slone, Cambium

- Overview and the survey results including a slide to ask for their feedback, concerns, and what they'd like to see for 2023-2024.
- Recruitment for May 15-25 AASCD Content and Fairness meetings

10:15am Materials for Accessible Assessments

Bethany Slone, Cambium

- Introduce new Embossed Tactile Graphics term
- Embossed Tactile Graphics Memo for 2023-2023
- Questions and feedback from the committee

10:45am Alt-OELPA Test Administration

David Brauer, ODE

- Review Operational Field Test
- What's coming next - Standard Setting, Scores to districts/families in September
- Invitations to Ohio's Alt-OELPA Community of Practice
- Tentative agenda topic at fall advisory on English learners with the most significant cognitive disabilities.

11:15am Alternate Assessment Action Steps for 2022-2023

Ma'Taya Hammond, ODE

- Alternate Assessment Website & Resources Update
 - District Alternate Assessment Self-Reflection Guide
- District Justifications submitted – 922/951 as of 4/25/2023
- Tiered Monitoring of Districts on Alternate Assessment Participation
 - Provide update on Tier 3 districts: 13 LEA's Self-Review Summary Reports and Improvement Plans, Share common themes and/or needs of districts

11:45am Revisions to Reading Access on English Language Arts Test

Ma'Taya Hammond, ODE

- Review proposed revisions of format and content
- Provide hard copies of draft document to obtain feedback from the committee

Next meeting November 15, 2023, 9:00-4:00pm in person

Ohio's Alternate Assessment



Ma'Taya Hammond

About the Presenter

Ma'Taya Hammond, M.Ed
Education Program Specialist

- *Office for Exceptional Children*
- *Office of Assessment*
- **Alternate Assessment**
- **Assessment Accessibility**
- **One Percent Lead**
- MaTaya.Hammond@education.ohio.gov



Session

Overview



Ohio's One Percent Waiver
Extension Request



Alternate Assessment
Participation Data



Decision-Making Tool



Alternate Assessment Resources



Department Action Steps

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

APPROVED BY U.S. DEPARTMENT OF EDUCATION JANUARY 5, 2023

Ohio's One Percent Waiver Extension Request Approved January 6th, 2023

Ohio's current Alternate Assessment
Participation Percentages:

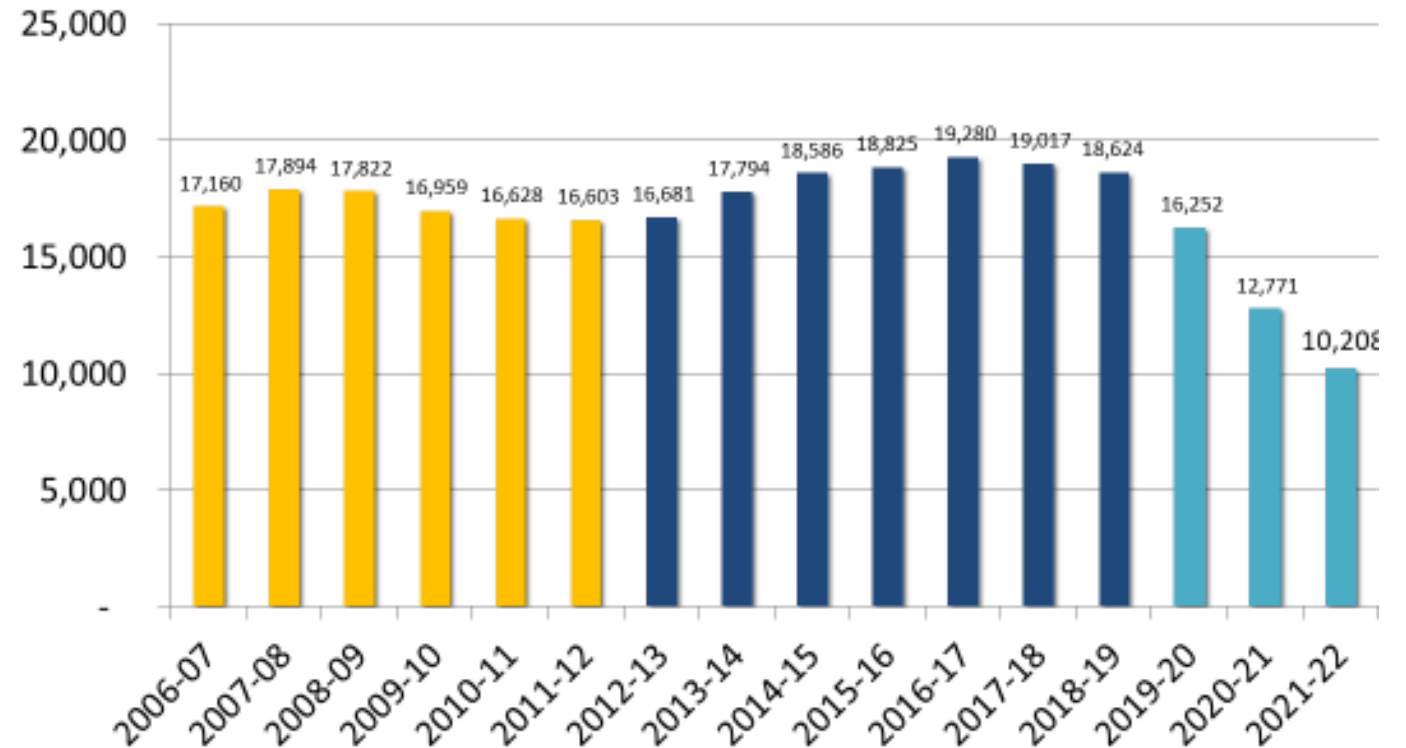
- **.99% Math** (0.40% decrease
from Spring 21)
- **.97% Reading** (0.39% decrease
from Spring 21)
- **1.03% Science** (0.41% decrease
from Spring 21)

District Justifications

- Survey sent out Feb. 21, 2023
 - If your **district/community school anticipates** testing more than 1.0 percent of students with the alternate assessment in 2022-2023, **you must complete this justification and confirm assurances.**
 - If your **district/community school does not anticipate** testing more than 1.0 percent of students with the alternate assessment, **you must select “No” and confirm assurances.**

Alternate Assessment Participation Data

Total Reported Participants by School Year







Ohio's Alternate Assessment Participation Decision-Making Tool

Student: _____ Grade: _____ Date: _____

Part A – Determining Initial Eligibility

Directions: Complete the first two questions to determine if the student may be eligible for participation in the alternate assessment.

1. Does the student have a current individualized education program (IEP)?		
<input type="checkbox"/> No, the student does not have an IEP.  Stop here. The student is not eligible for alternate assessment.	<input type="checkbox"/> Yes, the student has a current IEP.  Proceed to the next statement.	
2. Review the student's Individuals with Disabilities Education Act (IDEA) category .		
Student meets state eligibility criteria under the following disability category designations: <input type="checkbox"/> Specific Learning Disability <input type="checkbox"/> Speech or Language Impairment (only)  Stop here. The student is not eligible for participation in the alternate assessment.	Student meets state eligibility criteria under the following disability category designations: <input type="checkbox"/> Deafness/Hearing Impairment <input type="checkbox"/> Emotional Disturbance <input type="checkbox"/> Orthopedic Impairment <input type="checkbox"/> Other Health Impairment <input type="checkbox"/> Visual Impairment A student identified with these disability categories very rarely will be a student with a most significant cognitive disability and therefore rarely, if ever, qualify for the alternate assessment. 	Student meets state eligibility criteria under the following disability category designations: <input type="checkbox"/> Autism <input type="checkbox"/> Deaf-Blindness <input type="checkbox"/> Intellectual Disability <input type="checkbox"/> Multiple Disabilities <input type="checkbox"/> Traumatic Brain Injury A student with any of these disabilities may have a cognitive disability. However, fewer than half the students in these categories may have a most significant cognitive disability that would qualify them for the alternate assessment.

Ohio's Alternate Assessment Participation Decision-Making Tool

Required to determine student eligibility for participation in the alternate assessment

Est. October 2020



Department Action Steps

- **Ensuring districts are not removing students off the alternate assessment due to misunderstanding the 1% regulation, but due to true ineligibility**
 - All students should be taking the right tests
- **Connecting internally and with State Support Teams to provide professional learning and development opportunities:**
 - Ohio's Alternate Assessment, **Ohio Learning Standards-Extended**, Instruction for Students with Significant Cognitive Disabilities, **Ohio's Accessibility System**, Tools and Supports for ALL students, Accommodations for Students with IEP's and Section 504 Plans



Department Action Steps, Cont.

- **Continuing to work together externally with organizations like OCALI, National Center for Educational Outcomes, and the Council of Chief State School Officers to equip districts with resources on how to educate students with the most significant cognitive disabilities**
- **Continue to reiterate that alternate assessment participation is an IEP team decision and an IEP team decision only**



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.

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.

Ohio's Alternate Assessment FAQs

Para ver esta página en español, por favor haga clic aquí.

GENERAL

- » [What is the Alternate Assessment for Students with Significant Cognitive Disabilities \(AASCD\)?](#)
- » [Why must students with the most significant cognitive disabilities take state tests?](#)
- » [When and how will the alternate assessment be administered?](#)
- » [How is the alternate assessment designed for students with the most significant cognitive disabilities?](#)
- » [In which grades and content areas will my child be tested?](#)
- » [When will I receive my child's test results?](#)
- » [What does my child's performance level tell me?](#)
- » [Can I receive my Family Score Report in a second language?](#)
- » [Where can I learn more about Ohio's Alternate Assessment?](#)

ELIGIBILITY AND PARTICIPATION

- » [Who takes the alternate assessment?](#)
- » [How does the individualized education program \(IEP\) team make the decision that my child qualifies for participation in the alternate assessment?](#)
- » [When does the individualized education program team make the decision that my child](#)

Alternate Assessment Resources



District Alternate Assessment Self-Reflection Guide



District Alternate Assessment Self-Reflection Guide

Purpose of this guide: The District Alternate Assessment Self-Reflection Guide is an optional resource for districts that 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 that are interested in being proactive regarding their alternate assessment participation rates. Each section provides the Department's best-practices following the Every Student Succeeds Act* along with guiding questions and resources.

Section A

Data Gathering and Reporting:

The following data are required to be reported to the Department: EMIS Data, alternate assessment testing data, district justifications with assurances.

Guiding Questions:

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?

Resource(s):

1. [Ohio's Special Education Profiles](#)
2. [EMIS Manual](#)

Section B




Policies, Practices and Procedures:

All decisions about alternate assessment eligibility are made annually beginning in grade 3 by

- District Alternate Assessment Self-Reflection Guide – *Released January 17, 2023*

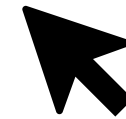
- Housed on ODE's website at education.ohio.gov
 - Type “Alternate Assessment” in the search bar





Access to the General
Education Curriculum
for ALL Learners

<http://literacyaccessforall.org>



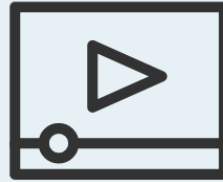


Check Out the List of Modules

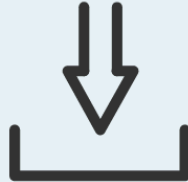
These chapters are designed for special education professionals, teachers, developmental specialists, and other teaching professionals to increase your knowledge about access to the general education curriculum. Each chapter builds on previous knowledge while providing new strategies, tools, and resources you can use right away in the classroom and beyond.



Research



Video Explanations



Downloadable Resources



Documents



Reflection Questions

Each chapter in this module consists of several pages that relate to the chapter. Before watching each video, set the stage for your learning by reading the video description. To continue your exploration of the topic after the video, visit the "research and connected resources" section to learn more.

Chapter 1: Ensuring Inclusive Dispositions and Presuming Competence

Chapter 2: Design Rich Tier I Core Instruction and Assessment

Chapter 3: Designing Inclusive Learning Environments and Rich Tier I Instruction and Assessment

Chapter 4: Language and Communication Access: ALL In!

Chapter 5: Reading Research in Language and Literacy: From Research to Practice

Chapter 6: Stretching Word Recognition to Include Learners with Complex Needs: Access to Communication, Reading, and Writing for ALL Learners

Chapter 7: Stretching Language Comprehension to Include Learners with Complex Needs: Applying Reading and Writing Across Content Areas

Chapter 8: Tier I Planning Continued: Integrating Learner Supports within Standards-Based Instruction and Assessment

Chapter 9: Targeted Interventions: Tiers 2 and 3

Chapter 10: Curriculum Screening, Audit, Selection, and Deselection



Graduation Requirements

QUICK LINKS

- » [Students with IEPs and Graduation](#)
- » [Transfer Students and Graduation Requirements](#)
- » [Honors Diplomas](#)
- » [High School Tested Courses](#)
- » [Earn at least 18 points on seven end-of-course state tests](#)
- » [College and Career Readiness Tests](#)

Students with IEPs and Graduation

Individualized Education Programs and Graduation Requirements

Students in the classes of 2023 and beyond are required to meet a new set of Ohio's graduation requirements. This includes earning all required credits, demonstrating competency, and earning two diploma seals. Students with an Individualized Education Program (IEP) may also graduate via other options based on the IEP team's decision per [Ohio Revised Code 3323.0](#) but are encouraged to earn a diploma by meeting the same requirements as their peers. It is important that the IEP team carefully consider the use of these options so as not to lower expectations and limit student opportunities for post-school engagement. These other options are highlighted below within the context of the three main components of the graduation requirements.

Office of Graduate Success
GradRequirements@education.ohio.gov



Questions



- Ohio's One Percent Waiver Extension Request?
- Decision-Making Tool?
- Alternate Assessment Resources?
- Department Action Steps?

Let's stay connected!



Wendy Stoica

Wendy.Stoica@education.ohio.gov

Office of Assessment

614-466-1317



Ma'Taya Hammond, M.Ed

MaTaya.Hammond@education.ohio.gov

Office for Exceptional Children

614-466-2650



@OHEducation





State Advisory Panel for Exceptional Children (SAPEC)

September 28, 2023

Quest Conference Center

9200 Worthington Rd Ste 400, Westerville, OH 43082

9:00 a.m. – 1:00 p.m.

Agenda

9:00 a.m. – 9:05 a.m.	<p style="text-align: center;">Call to Order</p> <ul style="list-style-type: none"> • Welcome • Review guest responsibilities • Roll Call 	<p style="text-align: right;">Tammie Sebastian, <i>SAPEC Chairperson</i></p> <p style="text-align: right;">Karen Johnson, Education Program Specialist, <i>Office for Exceptional Children</i></p> <p style="text-align: right;">Monica Drvota, Associate Director, <i>Office for Exceptional Children</i></p>
9:05 a.m. – 9:15 a.m.	<p style="text-align: center;">Panel Business</p> <ul style="list-style-type: none"> • Approval of SAPEC meeting minutes – May 4, 2023 • SAPEC reminders <ul style="list-style-type: none"> ○ Complete the meeting evaluation ○ Submit any public commentor unmet needs in writing before the meeting • SAPEC Application Posting & Member-at-large Openings • New Travel Reimbursement Form • Public Comments and Unmet need³ 	<p style="text-align: right;">Tammie Sebastian, <i>SAPEC Chairperson</i></p>
9:15 a.m. – 10:00 a.m.	<p style="text-align: center;">Legislative Updates</p> <p><i>Panel members will be provided legislative and budget updates.</i></p>	<p style="text-align: right;">Tammie Sebastian, <i>SAPEC Chairperson</i></p> <p style="text-align: right;">Jennifer Stump Director <i>Office of Policy and Legislative Affairs</i></p>
10:00 a.m. – 11:00 a.m.	<p style="text-align: center;">SAPEC Learning²</p> <p style="text-align: center;">Assistive Technology Decision Making Tool</p> <p><i>Panel members will learn about the Assistive Technology Decision Making Tool and provide feedback on the document.</i></p>	<p style="text-align: right;">Tammie Sebastian, <i>SAPEC Chairperson</i></p> <p style="text-align: right;">Sara Sadowski, Education Program Specialist <i>Office for Exceptional Children</i></p> <p style="text-align: right;">Megan Flowers Education Program Specialist <i>Office for Exceptional Children</i></p>
11:00 a.m. - 11:10 a.m.	<p style="text-align: center;">BREAK</p> <p style="text-align: center;">Complete your meeting evaluation feedback</p>	
11:10 a.m. – 11:25 a.m.	<p style="text-align: center;">Early Learning & School Readiness Update</p>	<p style="text-align: right;">Tammie Sebastian, <i>SAPEC Chairperson</i></p>

		Margie Spino, Education Program Specialist <i>Early Learning & School Readiness</i>
11:25 a.m. – 12:10 p.m.	SAPEC Learning ² State Systemic Improvement Plan Each Child on Track	Tammie Sebastian, <i>SAPEC Chairperson</i> Amy Szymanski, Secondary Transition Coordinator <i>Office for Exceptional Children</i>
12:10 p.m. – 12:30 p.m.	SAPEC Learning ² Alternate Assessment Document Updates <i>Panel members will hear updates regarding Alternate Assessment Documents</i>	Tammie Sebastian SAPEC Chairperson Ma’Taya Hammond, Education Program Specialist <i>Office for Exceptional Children/Assessment</i>
12:30 p.m. – 12:55 p.m.	Office for Exceptional Children Director’s updates <ul style="list-style-type: none"> • Rules Update • Profiles Update – Introduction of Karen Auble 	Monica Drvota, Associate Director, <i>Office for Exceptional Children</i> Karen Auble Assistant Director <i>Office for Exceptional Children</i>
12:55 p.m. – 1:00 p.m.	<ul style="list-style-type: none"> • Agency Representative Updates • Closing Comments • Motion to Adjourn • Please register for the next SAPEC Meeting on November 2, 2023 <p style="text-align: center;">Complete and submit meeting evaluation at table!</p>	Tammie Sebastian, <i>SAPEC Chairperson</i> Monica Drvota, Associate Director, <i>Office for Exceptional Children</i>

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

Appendix J

Test Steering Committee

June 14, 2023, 9:30-12:30

INTERNAL

Welcome/Introductions (10 minutes) <ul style="list-style-type: none">New Interim Superintendent: Chris WoolardRules review	Lisa
Feedback on Spring 2023 Test Administrations (20 minutes) Security cameras during testing; automated child alerts	TSC/ODE
2023-24 TIDE and TA System Improvements (40 minutes) TA Interface Update; Secure Inbox Name Change: Secure File Center; Student Record Update History; End a Test Experience; New Secure Browsers; Speech to Text	Matthew
Other Changes and Updates (10 minutes) File Layouts; LEP Acronym Change to EL	Matthew
TIDE/SIS Integration Update – Pilot Recruiting (10 minutes)	Matthew
Assessment Authoring System Overview (20 minutes)	Rob
Readiness Assessment Updates and Practice Test Update (15 minutes) (Including PD in utilizing assessment data)	Rob/Scott
Accessibility Manual and AASCD (15 minutes)	Ma'Taya
Alt-OELPA Update (15 minutes) Participation, IEP documentation, communications to mitigate disputes between ELP and Spec Ed staff	David
ACT/SAT Updates for spring 2024 (10 minutes)	Michael
Next Meeting Date (5 minutes) September 20? (Last year September 7)	Lisa



Improving Outcomes for Learners with Complex Needs Workgroup Meeting Agenda

Last Meeting

June 6 2:00-3:30pm

Welcome!

Link to edit this agenda: [June 6_Equity and Access Workgroup DRAFT Agenda.docx](#)

Pressing topics and/or questions for this meeting:	Who will share?
<ul style="list-style-type: none"> • Introductions: Any new members joining our group? 	<ul style="list-style-type: none"> •
<p>A year in review</p> <ul style="list-style-type: none"> • SST Summer Showcase • Each region share-out re: students with complex needs or work with districts in general: <ul style="list-style-type: none"> ○ The good – the most amazing happening within your region/district(s) ○ The need – the most pressing or common problem of practice within your region/districts that we could help with in future ○ The challenging – What barrier(s) are region/districts/teachers uncovering as you continue to work to improve practices and outcomes? 	<ul style="list-style-type: none"> • SST 1 <ul style="list-style-type: none"> ○ 1. ○ 2. ○ 3. • SST 2 <ul style="list-style-type: none"> ○ 1. ○ 2. ○ 3. • SST 3 <ul style="list-style-type: none"> ○ 1. Logged over 1,151 entries for PD related to supporting districts around the topic of students with disabilities ○ 2. Worked with 50 districts/community schools on SPP ○ 3. Barriers: lack of substitutes for teachers to attend trainings ○ Included reading profile information/discussion during the ETR/IEP Best Practices PD to help districts consider differential diagnosis for reading difficulties so that high quality IEPs can be written. • SST 4 <ul style="list-style-type: none"> ○ 1. ○ 2.



Alternate Assessments

Ohio Department of Education

- 3.
- SST 5
- 1.
- 2.
- 3.
- SST 6
- 1. Creating SIFTS process with an 11 district school
- 2. Same district working on accessing curriculum for students with communication systems.- very early stage of this work.
- 3.
- SST 7
- 1.
- 2.
- 3.
- SST 8
- 1.
- 2.
- 3.
- SST 9
- 1.
- 2.
- 3.
- SST 10
- 1.
- 2.
- 3.
- SST 11
- 1. Columbus City Schools brought back the in person Resource Fair
- 2. Connecting all rural and urban districts/community schools with support organizations
- 3. Teacher retention/recruitment of those working with complex needs
- SST 12
- 1. As a part of the 11 District Plan, one of my primary districts will be looking more closely and hopefully prioritizing inclusive



practices for students with complex needs in the coming year.

- 2. Teaching explicit literacy strategies for students with complex needs
- 3. We need to inspire energy and a feeling of importance surrounding the issues of communication and education of students in school districts...and locating and keeping great teachers for our kids with complex needs.
- SST 13
 - 1.
 - 2.
 - 3.
- SST 14
 - 1. I was able to coach three teachers this year to build their toolbox of strategies and also their confidence!
 - 2. We struggle to find the wrap around services to support our students with intensive needs...we know it is a rural problem, but is a struggle!
 - 3. Our biggest barrier is time and resources. I struggle getting teachers engaged because they are unable attend anything in-person due to lack of subs. When I offer things after school I have low attendance due to teachers not wanting to do "additional" work outside hours.
- SST 15
 - 1.
 - 2.
 - 3.
- SST 16
 - 1.

	<ul style="list-style-type: none"> ○ 2. ○ 3.
<p>ODE/OEC Updates</p> <ul style="list-style-type: none"> • Finished Spring 2023 AASCD Content and Fairness on May 25. The committee reviewed and provided feedback on approximately 2,000 test items. Talk about being exhausted – but the conversation, passion, and learning was so enjoyable to be around. Half of the items will be field tested in the Spring of 2024 and the other half will go into a Test Authoring System for our educators to use to create formative assessments, still in progress. Assessment will host one more set of Content and Fairness review July 31-Aug 4. • 938/951 District Justifications (with assurances) received as of 5/26/23. Still aiming for 100%. • Cambium reported we tested 9,828 students in the AASCD Spring 2023. • From Kurt – Assessment Psychometrician (regarding the AASCD): <i>“Other than HS, the highest number of students taking any test in any one grade was 1,182 [Grade 4 ELA]. Looks like we’re still under 1% participation in the AASCD.”</i> • We are projecting to remain under the 1% Federal Cap! • We are writing a 1% Waiver Extension this year. <ul style="list-style-type: none"> ○ Sarah mentioned a great point: <i>“writing a waiver for one more year would be helpful for us, as are students who were in kindergarten when covid hit will be entering third grade next year and we may or may not see an increase in kids who qualify [for AASCD].”</i> • Emergency Medical Waiver: Applications are open May 15-June 7: Emergency Medical Waivers Ohio Department of Education • Maryland State Department of Education, Georgia Department of Education, New Mexico Public Education Department: Development and Implementation of AASCD Decision-Making Tool, District Self-Reflection Guide, 22-23 Waiver, Website, Monitoring/Compliance Process 3.5%+, Regional Support Utilization 	<ul style="list-style-type: none"> • Ma’Taya, ODE Alternate Assessment



Alternate Assessments

<ul style="list-style-type: none"> • 23-23- 1% Waiver, plan to collaborate with Amy Szymanski for the waiver writing process. Amy is ODE’s Secondary Transition and Workforce Development Consultant. • Emergency Medical Waivers extended to June 7 • Appendix B is still active. Being updated. • Why are students who have met AASCD testing requirements being taken off the AASCD in grades 11/12? • For students who no longer qualify for the AASCD, do you know who to talk to about course requirements for students who were in the AASCD program but no longer qualify for AASCD and now want to enroll students in an equivalent content course (example, Algebra 2 and Algebra 2 Equivalent)? • What, if any, new accommodations are being offered to all students for Ohio State Test’s? EL’s? Students with Disabilities? • What concerns/comments do you have about Ohio’s Accessibility Features and Manual? We are updating the manual in July/August. 	
<ul style="list-style-type: none"> • SST Led - State 1% AA CoP <ul style="list-style-type: none"> ◦ Instruction Focused 	<ul style="list-style-type: none"> • Shawna, SST reps.
<ul style="list-style-type: none"> • Coming Soon – OEC Webinars with guest content in Jan 2024 re: AA 1% • Email Ma’Taya with questions or topics to address in future webinars 	<ul style="list-style-type: none"> • Ma’Taya, Aimee
<ul style="list-style-type: none"> • Other topics from the group <ul style="list-style-type: none"> ◦ Propose topics for discussion: SST’s can add topics to the list freely as we chat • • • 	<ul style="list-style-type: none"> • Group members

OEC ALL STAFF MEETING

January 12, 2023

OU- College of Health Sciences and Professions- Dublin Integrated Education Center
6805 Bobcat Way, Dublin, Ohio 43016

Attendance

OEC Staff

Time	Item	Owner
9:30am	Sign-in/ Table Talk Discussion	Jo Hannah
10:00am	Opening _ Introductions_ Team Building	Jo Hannah/Social Committee
11:00am	OEC Overview	Jo Hannah
	Section Overview	AD's
	1% Alternate Assessment Update	1% AA Team
	Recognitions	Monica/Joe
12:30pm	Lunch _ Team Building	Chip
1:15pm	Office Plan/Customer Service Work Plan <ul style="list-style-type: none"> • Small Group Discussion 	OEC Leadership
2:30pm	Team Building	Social Committee
3:30pm	Adjournment	

Appendix M



State Advisory Panel for Exceptional Children (SAPEC)
 November 2, 2023
 Quest Conference Center
 9200 Worthington Rd Ste 400, Westerville, OH 43082
 9:00 a.m. – 1:00 p.m.

Agenda

9:00 a.m. – 9:10 a.m.	Call to Order <ul style="list-style-type: none"> • Welcome • Roll Call • Review guest responsibilities 	Tammie Sebastian, <i>SAPEC Chairperson</i> Karen Johnson, Education Program Specialist, <i>Office for Exceptional Children</i>
9:10 a.m. – 9:15 a.m.	Panel Business <ul style="list-style-type: none"> • Approval of SAPEC meeting minutes – September 28, 2023 • SAPEC reminders <ul style="list-style-type: none"> ○ Complete the meeting evaluation ○ Submit any public comment or unmet needs in writing before the meeting ○ Utilize microphone during meeting • Public Comments and Unmet need 	Tammie Sebastian, <i>SAPEC Chairperson</i>
9:15 a.m. – 10:15 a.m.	SAPEC Learning or Information Items ¹ McKinney Vento SAPEC Panel members will hear a presentation on Students experiencing Homelessness and students in Foster Care from Department staff.	Tammie Sebastian <i>SAPEC Chairperson</i> Susannah Wayland Education Program Specialist Office of Whole Child Supports Betsy Hauk Administrative Staff <i>Office of Whole Child Supports</i>
10:15 a.m. – 10:45 a.m.	Assessment Updates Department staff will present on several Alternate Assessment topics including test preparation, district level data, and resource sharing	Tammie Sebastian <i>SAPEC Chairperson</i> Ma'Taya Hammond Education Program Specialist <i>Office for Exceptional Children/Assessment</i> Wendy Stoica Assistant Director

		<i>Office of Assessment</i>
10:45 a.m. – 11:00 a.m.	Break	
11:00 a.m. – 11:20 a.m.	Special Education Rating Criteria and Enforcement Actions SAPEC panel members will learn about changes to the Special Education Rating Criteria	Tammie Sebastian <i>SAPEC Chairperson</i> Karen Auble Assistant Director <i>Office of Accountability</i>
11:20 a.m. – 12:20 p.m.	SAPEC Learning ² Family Engagement Updates Exceptional Children staff will provide an update on current and ongoing family engagement activities and initiatives	Tammie Sebastian, <i>SAPEC Chairperson</i> Sarah Westerfield Brooks Assistant Director <i>Office for Exceptional Children</i> Lyndsay Havey Education Program Specialist <i>Office for Exceptional Children</i>
12:20 p.m. – 12:35 p.m.	Synergy Conference Exceptional Children staff will discuss the Synergy Conference	Sarah Westerfield Brooks Assistant Director <i>Office for Exceptional Children</i> Lyndsay Havey Education Program Specialist <i>Office for Exceptional Children</i>
12:35 p.m. – 12:55 p.m.	Office for Exceptional Children Director's updates <ul style="list-style-type: none"> • Special education rules update • Parent Notice of Procedural Safeguards update • OSEP monitoring visit update • Department updates 	Monica Drvota, Associate Director, <i>Office for Exceptional Children</i>
12:55 p.m. – 1:00 p.m.	<ul style="list-style-type: none"> • Agency Updates • Closing Comments • Motion to Adjourn • Next Meeting – Webinar Complete and submit meeting evaluation	Tammie Sebastian, <i>SAPEC Chairperson</i>

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.

Ohio Statewide Testing and Students with Disabilities Advisory Committee Meeting Agenda Quest Business Center – Armstrong 2 Room

November 8, 2023
9:00 AM – 1:00 PM

9:00am	Welcome and Introductions	Wendy Stoica, ODE
9:15 – 10:00am	Spring 2024 AASCD Test Administration Overview	Bethany Slone, Cambium
10:00 – 10:15am	Test Administrator Survey	Wendy Stoica, ODE
10:15 – 10:45am	Ohio Accessibility Manual Updates <ul style="list-style-type: none"> - Decision-making Tool for Reading Access - Sign Language Interpreter Guidelines and Glossary - Speech-To-Text/Dictation - Non-Disclosure Agreement 	Katelynn Crow, ODE Wendy Stoica, ODE
10:45 – 11:00am	Use of Manipulatives Assistive Technology, Augmentative Communication	Wendy Stoica, ODE
11:00 – 11:30am	Embossed Tactile Graphics	Bethany Slone, Cambium
11:30 – 12:00pm	Assessment Authoring	
12:00 – 12:30pm	Alt-OELPA Test Administration <ul style="list-style-type: none"> - Spring 2023 score reports - Preparations for Spring 2024 testing 	David Brauer, ODE
12:30 – 1:00pm	Alternate Assessment Participation <ul style="list-style-type: none"> - Spring 2023 participation data - 1% draft waiver extension request - Supports and Monitoring Tier 2-3 LEAs - ODE/SST Webinar Jan. 10, 2024 	Wendy Stoica, ODE

Next Meeting – May 1, 2024

3:00 – 4:00pm	Alt-OELPA Community of Practice (Virtual Meeting) <ul style="list-style-type: none"> - Spring 2023 operational field test scores - Preparations for Spring 2024 administration - 2023-2024 Community of Practice meetings 	David Brauer, ODE Katelynn Crow, ODE Wendy Stoica, ODE
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Ohio Department of Education and Workforce (D.E.W)

23-24 One Percent Waiver Extension Request – Public Comment Period Oct. 31-Nov. 14, 2023

November 1, 2023, Judina Marsh, Job Training Coordinator and Intervention Specialist

D.E.W. Question(s)	Judina Marsh's Response
<p>What ideas do you have to share with the Department to assist IEP teams with AASCD decision-making?</p>	<p>As a special education teacher for the last 26 years and having a child with a disability, and a brother with a developmental disability, I feel having only students who "appear" to have the most significant disabilities, is exclusionary of those students who do not "appear" to have a significant cognitive disability and therefore have to take the regular OST's. When I state "appear" I mean visually. For example, when completing the Ohio's Alternate Assessment Participation Decision Making Tool (OAAPDMT), under Conceptual Domain Column 4, a student can meet the 3 out of the 4 criteria, and still need to take the OST's. This IS NOT FAIR to those students who may not require "layers of supports like assistive technology to follow directions", because they do NOT appear to have the ability to conceptualize just because they do not need technology to follow directions which is a visual aspect that someone else can see they do not need. This tells me that this tool is identifying only those students who are completely either independent or completely dependent on others and or things like technology to decide weather or not they qualify for the AASCD. What this instrument does, is exclude those students who can be somewhat independent of daily tasks without the use of technology, and disregards their significant cognitive disability to say they can still take the OST's. THIS IS NOT ONLY EXCLUSIONARY, BUT UNETHICAL. Would you exclude someone like Stephen Hawking who was completely dependent on technology and supports of others because of this type of criteria? No, because he did not have a cognitive disability, and had the opposite (gifted). Well then why isn't the opposite true? Sometimes significant cognitive disabilities are the ""hidden" disability because some students are able to follow directions and daily routines WITHOUT "layers of support and assistive technologies" but BECAUSE of their significant disability, require learning from the Extended standards. For some students, you would not know if they had a significant disability, because they "look and act visually" like their typical peers and yet because of their "hidden" significant Cognitive disability" they too require learning using the Extended Standards. This is the reason and purpose we have ETR's & IEP's. The ETR's clearly identify the disability with IQ scores to identify a significant cognitive disability along with the IEP team, should really be enough input to decide weather or not students who may appear visually not to have a disability, but rather have a significant disability, NOT TAKE THE OST's. I have students who do not appear visually not to have a cognitive disability, that visually "fit in" but have significant cognitive disabilities according to their</p>

	<p>ETR's Then I have to watch students try to take the OST's knowing they will struggle and this is completely "UNETHICAL".</p> <p>I have had to watch students who are multiple grade levels below their current grade level take the OST's and watch them struggle. Multiple grade levels below their actual grade level (significant cognitive disability) is not a good enough reason for them not to take the OST's. This is wrong and unethical on so many levels. The level of dependency on whatever, should not be a factor on deciding whether or not a student should take the AASCD's or OST's. Who created the OAAPDMT anyway? Was it made up of teachers, medical professionals,? Who? People who have not taught in the classroom for years? Who? Do you get input from teachers and more importantly parents who work and live with students with significant cognitive disabilities. I realize there needs to be some type of list of criteria in determining who takes the AASCD's, but the current one, is not it.</p>
<p>Does the One Percent Waiver draft report clearly outline the guidelines and process for one percent implementation and monitoring for Ohio schools?</p>	<p>I do not agree on the 1%. I know this is a federal mandate but it does not account for variables such as the demographics of a region, city, town, or state, does not take into account for the cultural familiar aspects of the reasons for significant cognitive disabilities, nor does it account for factors like Fetal Alcohol Syndrome, babies on drugs who have had their mother's addicted to drugs, and poverty level. The 1% number does not take into account all these factors.</p>
<p>Does the One Percent Waiver draft report provide clear support options and resources for schools who are working to review their 1% data and processes around AASCD decision making?</p>	<p>I disagree with the 1% factor.</p>
<p>Please provide any recommendations on how to improve the draft plan in Ohio's waiver in terms of completeness, comprehensiveness, and clarity.</p>	<p>See my response to #5.</p>
<p>D.E.W. Response to Judina Marsh on Nov. 12, 2023</p>	<p style="text-align: center;">Good afternoon –</p> <p style="text-align: center;">Thank you for taking the time to share your experiences and concerns with the Alternate Assessment Decision-making Tool. We need educators like you to partner with us on all aspects of the general and alternate assessment programs. This webpage includes information on how to become involved.</p> <p style="text-align: center;">Thank you and we hope you will consider joining us.</p>

November 7, 2023, Joe Schuh, School Psychologist

D.E.W. Question(s)	Joe Schuh's Response
<p>What ideas do you have to share with the Department to assist IEP teams with AASCD decision-making?</p>	<p>Not sure.</p>
<p>Does the One Percent Waiver draft report clearly outline the guidelines and process for one percent implementation and monitoring for Ohio schools?</p>	<p>Yes</p>
<p>Does the One Percent Waiver draft report provide clear support options and resources for schools who are working to review their 1% data and processes around AASCD decision making?</p>	<p>Yes</p>
<p>Please provide any recommendations on how to improve the draft plan in Ohio's waiver in terms of completeness, comprehensiveness, and clarity.</p>	<p>When explaining it to parents it would be helpful to know: Does the AA have any technical data information? Are scores on the AA predictive of better academic performance or later employment success for individuals with disabilities? What are the benefits to administering this test to SWD?</p>
<p>D.E.W. Response to Joe Schuh on Nov. 12, 2023</p>	<p style="text-align: center;">Good afternoon –</p> <p style="text-align: center;">Thank you for taking the time to review the 2023-2024 Alternate Assessment Waiver Extension Request document. There is a technical report that is developed each year for the alternate assessment. The link to the reports is here. Thank you for your questions. We are currently reviewing how students with the most significant cognitive disabilities are performing on the AASCD and also the performance of students with disabilities who no longer take the AASCD and take the general Ohio State Tests. We anticipate completing this review and sharing results early next year.</p> <p style="text-align: center;">Thank you,</p>