



# Ohio

## **One Percent Waiver Extension Request for Reading, Mathematics and Science**

**ESEA section 1111(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 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 percent participation in the alternate assessment in a subject. Ohio submitted and was granted a waiver for school year 2017-2018. Ohio's alternate assessment participation rates were 1.72 percent in English language arts, 1.81 percent in mathematics and 2.00 percent in science for school year 2017-2018. Participation rates in school year 2018-2019, were 1.70 percent in English language arts, 1.78 percent in mathematics and 1.93 in science. Due to these past rates, Ohio anticipates exceeding the 1 percent threshold for the 2019-2020 administration of the alternate assessment in English language arts, mathematics and science and is requesting an extension to the current waiver.

In March 2018, Ohio was granted a waiver for exceeding 1 percent participation in the alternate assessment for school year 2017-2018. Subsequently, Ohio was approved for an extension to the waiver for school year 2018-2019. As stipulated in the Every Student Succeeds Act, Ohio's improvement plan includes annually requiring justifications from districts and community schools exceeding the 1 percent threshold, supporting and monitoring districts and community schools to appropriately use the state's eligibility guidelines for the alternate assessment, and using a statewide tiered system of support to provide appropriate oversight and support to districts that exceed the 1 percent threshold.

Ohio's participation rate continues to be above the 1 percent threshold. 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 Significant Cognitive Disabilities. An Alternate Assessment Participation Workgroup (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 National Center for Educational Outcomes Community of Practice and Professional Learning Groups, includes Council for Chief State School Officers State Collaborative on Assessment and Student Standards Assessing Special Education Students members, and representatives from OCALI (formerly known as the Ohio Center for Autism and Low Incidence) and Ohio's [state support teams](#). The Workgroup has consulted with the Ohio State Advisory Panel for Exceptional Children and the special education testing advisory committee to gather input and feedback throughout the school year.

Ohio continues to build on the Department's system of regional state support teams to provide technical assistance and monitoring to local districts and community schools. The Department is collaborating with state support team directors and key staff members 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. Ohio's tiered intervention monitoring plan is described in more detail beginning on page 12 of this document.

As stipulated in the Every Student Succeeds Act, districts and community schools exceeding 1 percent participation are again required to complete and submit an electronic justification in January 2020 describing their individualized education program policies and processes for determining assessment participation for students with disabilities. The updated justification form (to be published December 2019) requires districts and community schools to outline how they are using the Department's eligibility guidelines and companion resources when making decisions about alternate assessment participation. Districts and community schools are also asked to describe any special programs or circumstances that might impact their participation rate and, as a result, would justify exceeding the 1 percent participation threshold. The Workgroup updated the justification form for 2019-2020 to include more detailed participation data, including state comparison data, and assurances that staff are appropriately using Department guidelines and resources.

## Alignment to Ohio's Strategic Plan for Education

*Each Child, Our Future* is Ohio's strategic plan for education. The purpose of the plan is to lift aspirations, create hope and excitement, guide development of state-level education policies and promote high-quality educational practices across the state. Introduced in 2018, the plan focuses on three core principles: Equity, Partnerships and Quality Schools – with the goal of creating a system in which each student is challenged, prepared and empowered for his or her future. The Department's work on alternate assessment participation aligns with the purpose and goals of Ohio's strategic plan. 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 prepares them for future success. *Ohio's goal is to ensure the right students are taking the right tests.*

Ohio's strategic plan recognizes that equity of education achievement is a persisting challenge. Page 10 of the plan states that appropriate supports must be made available so personal and social circumstances do not prohibit a child from reaching his or her greatest aspiration. Access to academically challenging standards is fundamental to achieving equity in education and over-reliance on Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities limits students' access to rigorous curriculum and assessment that meets 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. The strategic plan promotes a focus on meeting the needs of the whole child. As we improve our ability to meet students' individual learning, behavioral and social emotional needs, fewer students will be at risk of being inappropriately identified as having a disability and therefore being inappropriately assigned to take an alternate assessment.

## Ohio's Significant Steps Toward Ensuring the Right Students are Taking the Right Assessments

Ohio's focus on Equity as a core principle has made access to appropriately rigorous curriculum and assessment for all students a priority. While the Department is working to reduce the percentage of students participating in the alternate assessment, the priority is to ensure that all students are taking the most appropriate assessments given their unique needs. The Department is working with regional support teams, districts and community schools to ensure that Individualized Education Program teams are using the guidance documents appropriately, consistently applying the criteria for alternate assessment participation and using the available accommodations to provide students with disabilities access to Ohio's State Tests.

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

1. The Department added alternate assessment participation rates to both the [Special Education Profiles and Special Education Ratings](#) which are published annually. Both the profiles and the ratings are available to stakeholders and include easy to understand explanations of the published data. Districts and community schools identified as significantly exceeding the 1 percent threshold are assigned to Tier 3 of a tiered intervention and support system. Districts and community schools identified for Tier3 are required, with the assistance of regional state support team consultants, to complete a root cause data analysis and an improvement plan. This is monitored at the state level through Ohio's compliance dashboard.
2. The Department's Office for Exceptional Children collaborated with the Department's Office for Innovation and Improvement to add alternate assessment participation guidance to the Compliance Support Tool used with districts and community schools in school improvement status. The tool is designed to promote communication among state, regional and local staff to ensure alignment of improvement plans and support meaningful progress on improvement goals. The Compliance Support Tool provides the Department another outlet for supporting districts and community schools in improving their use of the alternate assessment.

3. The Department worked in partnership with stakeholder groups like the [Ohio Center for Autism and Low Incidence](#), the state [Assistive Technology network](#) 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.
4. The Department updated guidance documents available for use by Individualized Education Program teams when considering alternate assessment for students. Updates were made with multiple levels of stakeholder input. An additional tool, the Alternate Assessment Participation Decision-Making Tool, is being developed and state support teams will share the tool with Tier 3 districts and community schools.
5. The Department published the State Support Team Alternate Assessment Participation Professional Development Toolkit for use by state support team consultants to use as they help districts and community schools as they improve their use of the alternate assessment. This toolkit included presentation materials, communication examples, resources from OCALI on the use of extended standards and administration materials from the test developer. The Department will continue to update and refine this toolkit.
6. Alternate Assessment Workgroup members from across the agency, along with selected stakeholders, participate in ongoing national learning and networking opportunities. These opportunities included the National Center on Educational Outcomes' Communities of Practice and Professional Learning Groups, membership in the Council for Chief State School Officers State Collaborative on Assessment and Student Standards Assessing Special Education Students, the Ohio Center for Autism and Low Incidence [OCALICON](#) international conference, participation and presentations during the National Center on Educational Outcomes' [1 percent Cap National Convening](#): Supporting States in Implementing Every Student Succeeds Act's 1 percent State-level Cap on Participation of Students in the alternate assessment aligned with alternate academic achievement standards.

## REQUIRED COMPONENTS OF ONE PERCENT WAIVER EXTENSION REQUEST

### Component 1

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

Ohio's assessment window for the Alternate Assessment for Students with Significant Cognitive Disabilities opens Feb. 18, 2020. Ninety days prior to the start of Ohio's testing window (Nov. 19, 2019), the Department will submit a waiver extension request to the United States 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;***

Ohio's state-level data from school year 2018-2019 show the number and percentage of students in each subgroup who took an alternate assessment by content area in grades 3-8 and high school (See *Table 1*). The participation rates in Ohio's alternate assessment in English language arts show improvement from 1.75 percent in 2016-2017 to 1.70 percent in 2018-2019, **an improvement of 0.05 percent fewer students participating** (See *Table 2*).

**Table 1: 2018-2019 Participation in Alternate Assessment by Content Area (Grades 3-8 and High School)**

<b>English Language Arts Subgroup</b>	<b>Number of students who took the standard assessment</b>	<b>Number of students who took the alternate assessment</b>	<b>All students tested</b>	<b>Percentage alternately assessed</b>
All Students	1,017,486	17,591	1,035,077	1.70%
American Indian or Alaskan Native	1,268	22	1,290	1.71%
Asian or Pacific Islander	26,104	332	26,436	1.26%
Black, Non-Hispanic	164,557	4,347	168,904	2.57%
Hispanic	62,967	996	63,963	1.56%
Multiracial	53,299	812	54,111	1.50%
White, Non-Hispanic	709,291	11,082	720,373	1.54%
Students with Disabilities	144,108	17,566	161,674	10.87%
Economically Disadvantaged	504,774	11,807	516,581	2.29%
English Learners	37,489	702	38,191	1.84%

<b>Mathematics Subgroup</b>	<b>Number of students who took the standard assessment</b>	<b>Number of students who took the alternate assessment</b>	<b>All students tested</b>	<b>Percentage alternately assessed</b>
All Students	973,139	17,608	990,747	1.78%
American Indian or Alaskan Native	1,199	21	1,220	1.72%
Asian or Pacific Islander	24,163	333	24,496	1.36%
Black, Non-Hispanic	160,037	4,359	164,396	2.65%
Hispanic	61,029	997	62,026	1.61%
Multiracial	51,358	819	52,177	1.57%
White, Non-Hispanic	675,353	11,079	686,432	1.61%
Students with Disabilities	140,354	17,584	157,938	11.13%
Economically Disadvantaged	489,667	11,807	501,474	2.35%
English Learners	36,838	704	37,542	1.88%

Science Subgroup	Number of students who took the standard assessment	Number of students who took the alternate assessment	All students tested	Percentage alternately assessed
All Students	386,142	7,614	393,756	1.93%
American Indian or Alaskan Native	496	6	502	1.20%
Asian or Pacific Islander	10,409	147	10,556	1.39%
Black, Non-Hispanic	59,585	1,839	61,424	2.99%
Hispanic	23,022	401	23,423	1.71%
Multiracial	19,122	349	19,471	1.79%
White, Non-Hispanic	273,508	4,872	278,380	1.75%
Students with Disabilities	52,486	7,606	60,092	12.66%
Economically Disadvantaged	182,421	4,935	187,356	2.63%
English Learners	12,354	277	12,631	2.19%

**Table 2: Participation in Alternate Assessment by Content Area Across Years**

Content Area	2016-2017	2017-2018	2018-2019	Change
English Language Arts	1.75%	1.72%	1.70%	- 0.05%
Mathematics	1.84%	1.81%	1.78%	- 0.03%
Science	1.96%	2.00%	1.93%	- 0.03%

- 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. Students in grades 3 through 8 are required to take both English language arts 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 to meet state graduation requirements. Ohio met federal requirements for statewide test participation in 2018-2019 through the administration of Ohio's State Tests. Data in Table 3 indicate that the Department measured achievement for more than 95 percent of all students enrolled in grades and courses for which an assessment is required. The Department measured achievement for more than 95 percent of students in the children with disabilities subgroup enrolled in grades and courses for which an assessment is required (See Table 3).

**Table 3: 2018-2019 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
English Language Arts	1,035,077	1,041,176	99.41%	161,674	163,462	98.91%
Mathematics	990,747	998,444	99.23%	157,938	160,208	98.58%
Science	393,756	397,983	98.94%	60,092	61,286	98.05%

### 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.***

The Ohio Department of Education exceeded the 1 percent threshold of students participating in Ohio’s Alternate Assessment for Students with Significant Cognitive Disabilities in all subject areas for the 2018-2019 school year. Data showed that a considerable number of districts and community schools, 559, exceeded the 1 percent threshold the previous school year and were required to submit a justification by Dec. 21, 2018, detailing how they implemented the Department guidelines for participation in the Alternate Assessment for Students with Significant Cognitive Disabilities.

### Evidence of Progress

The Department received justification forms from 90 percent of required districts and community schools. The Alternate Assessment Workgroup utilized both quantitative and qualitative data from district and community school justifications to plan for technical assistance. Trends identified include:

- An overabundance of students with specific learning disabilities and other health impairments - disability categories that do not include intellectual disabilities;
- An overabundance of students in other disability categories not typically associated with the most significant cognitive disabilities and alternate assessment needs;
- Explanations that confused low academic performance with intellectual disability;
- Repeated references to high poverty combined with both urban and rural settings;
- Misconstrued notion that drug addiction, unemployment and low socio-economic status are causally linked to high rates of the most significant cognitive disabilities; and
- Assignment to alternate assessment based on placement and least-restrictive environment decisions.

Review of justification forms revealed multiple opportunities for improvement across districts. The Alternate Assessment Workgroup created a set of resources for regional state support teams when they provide professional development to districts and community schools. This set of resources included content clarifying disability category definitions and a detailed review of the Department’s decision-making flow chart and companion document for determining eligibility. One goal of the State Support Team Alternate Assessment Participation Professional Development Toolkit was to address misunderstandings of disability categories and to clarify the list of criteria that schools should not use for decision-making. This list includes academic performance and least restrictive environment. The Workgroup plans to build on this first set of resources to create a more comprehensive toolkit for use by the state support teams in the coming school year.



While the 2019-2020 district-level justification form continues to require districts and community schools to report the anticipated participation rates and to describe how Individualized Education Program teams are using guidance tools to determine eligibility. The updated form requires districts and community schools to agree to five assurances regarding local use of state eligibility guidelines, training for teachers and administrators, and Individualized Education Program team practices.

An overview of the updated justification form and other alternate assessment updates will be available to all districts and community schools in the form of two webinars, with slides and a transcript posted online following the webinars. The webinars will address the calculation of projected participation rates and the timeline for submitting justifications. Additionally, the Department will update stakeholders on the state waiver process and give them a preview of new tools and guidance. The Department will share previews of the new decision-making tool for determining alternate assessment participation and new family resources regarding criteria for and implications of participation in Ohio's alternate assessment and use of Ohio's Learning Standards- Extended for instruction.

The Department will notify the 10 percent of districts that were required to submit a justification, but did not, that failure to submit a justification impacts the monitoring tier to which the district is assigned as described in component 4B.

### **Component 3B**

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

The Department continues to address disproportionality in the percentage of students in any subgroup participating in the Alternate Assessment for Students with Significant Cognitive Disabilities (See Table 1). Ohio's 2018-2019 accountability data shows a continuing disproportionately high number of participants in the economically disadvantaged subgroup. This is a persisting area of concern that is also evident in the qualitative data analysis of the district-level justification forms. Data also show a disproportionate number of black students participating in the alternate assessment, which echoes state-level significant disproportionality data regarding the identification of students with disabilities. The Department plans to assist districts and community schools with the analysis of alternate assessment disproportionality data. In alignment with Each Child, Our Future's focus on equity, the Office for Exceptional Children plans to make disproportionality a high-priority focus for 2019-2020. The Alternate Assessment Workgroup plans a targeted analysis of student participation by 1) socio-economic status, 2) race and ethnicity, and 3) disability category. This analysis will include data at the state level and within identified Tier 3 districts and community schools.

### **Evidence of Progress**

In 2018-2019, the Department included alternate assessment participation in Special Education Profiles and Special Education Ratings for the first time. By incorporating alternate assessment participation in the profiles and ratings, the Office for Exceptional Children identified Tier 3 districts and community schools for the supports and monitoring process. This provided the opportunity and the platform to work with districts and community schools in analyzing their participation data. The electronic Special Education Profile system was designed to alert Tier 3 districts of mandatory action steps. Action steps included completing of a Self-Review Summary Report and an improvement plan within the electronic compliance dashboard. The self-review for alternate assessment required analysis of participation rates by disability category. State support teams helped districts and community schools complete the self-review and develop aligned improvement plans.

The Alternate Assessment Workgroup concluded that the Self-Review Summary Report could be improved to engage districts and community schools in more rigorous data analysis, especially concerning disproportionality data. In addition to analyzing participation by disability category, the revised self-review will require analysis of participation data by race and ethnicity. Resources provided by the national [Community of Practice](#), led by the National Center on Educational Outcomes, provided guidance to improve the template.

The Alternate Assessment Workgroup is collaborating with the Department's Significant Disproportionality Workgroup to explore methods for local districts and community schools to calculate and analyze their disproportionality data. The Workgroup will include the newly developed guidance in the State Support Team Alternate Assessment Participation Professional Development Toolkit and will train state support team consultants to assist districts and community schools in analysis of disproportionality data.

## Component 4A

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

The Department has made significant progress in improving the use of state guidelines for participation in the alternate assessment. A significant improvement was completed in 2018 when the Office for Exceptional Children embedded the State's participation guidelines into its online, dynamic Individualized Education Program form. The dynamic form links directly to the participation criteria document. This document includes four required signatures: parent or guardian, intervention specialist, district representative, and general education teacher. The form is expected to be updated and signed annually during individualized education program review. However, stakeholder feedback indicates that the form is not being used consistently or effectively partially because it lacks specificity and clarity. Based on this feedback, the Department has begun efforts to clarify and update existing resources to better expand upon the criteria.

## Evidence of Progress

The Department currently offers multiple resources to inform Individualized Education Program teams in their decision-making process: 1) participation criteria form, 2) decision making flowchart, and 3) companion document. The Alternate Assessment Workgroup gathered feedback on the resources from stakeholders on advisory committees and through discussions with state support team consultants. In July 2019, the Workgroup began the process of updating the existing guidance, with a focus on turning the companion document into a decision-making tool that expands on the participation criteria. The updated tool, Alternate Assessment Participation Decision-Making Tool, is organized in sections correlated to the participation criteria to provide additional guidance and specificity to the participation criteria. The Department's Supports and Monitoring Team in the Office for Exceptional Children will pilot the new tool with Individualized Education Program teams in targeted districts and community schools, including those identified as Tier 3. This will provide the Department with feedback to refine the tool before releasing it statewide.

The Department worked with its testing contractor, American Institutes for Research, to address the concern that many students with disabilities that do not include an intellectual component are assigned to the alternate assessment. The Department added a step was added to Ohio's assessment procedures that requires educators to submit the disability category for each student when alternate assessment is selected as their test type. The Department will not consider test records complete for participating students until a disability type is identified. The goal is to provide another opportunity for educators to reflect on and affirm the team's decision to use the alternate assessment.

## Timeline for Improving Implementation of Guidelines

**Summer 2019:** The Workgroup drafted language for an updated version of the current "companion document". The Workgroup engaged external experts to refine the language and format the content into a step-by-step framework for discussing student eligibility.

**September through December 2019:** External stakeholder groups, including the State Advisory Panel for Exceptional Children, Ohio Association of Pupil Services Administrators, Students with Disabilities Testing Advisory Committee and the OCALI are providing feedback on the updated tool.

**January 2019:** The Workgroup will use stakeholder feedback to revise and finalize the new tool.

**February 2020 through June 2020:** The Department's Supports and Monitoring Team will pilot the new tool with districts and community schools identified as Tier 3 and those undergoing annual reviews.

**June 2020:** The Workgroup will revisit the Alternate Assessment Participation Decision-Making Tool and make any revisions or updates based on the pilot districts' feedback.

## Component 4B

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

### Tiered Intervention and Monitoring Plan

The Department continues to work with districts and community schools directly and through assistance of the state's 16 regional [state support teams](#) to ensure appropriate participation in the Alternate Assessment for Students with Significant Cognitive Disabilities. The cornerstone of the Department's multi-faceted approach is a system of tiered intervention and monitoring, designed to improve application of state guidelines for participation in the Alternate Assessment for Students with Significant Cognitive Disabilities. Implementation of the tiered system of support includes collaboration with the state's 16 regional state support teams. 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.

Using submitted justifications, Ohio School Report Card data and Special Education Profiles, annually the Department identifies the districts and community schools with the greatest need of intervention and support. Of the 559 school districts and community schools above 1 percent participation, the Department anticipates identifying approximately 80 for Tier 3 intervention during 2019-2020. Each of the 16 regions in the state will have approximately 5 traditional districts and community schools identified. The Department will use a multi-point rubric to identify districts for tiers in the 2019-2020 school year. The Department will consider the following data in the rubric:

- 2019-2020 alternate assessment participation rates;
- Multi-year increase in participation rate;
- A spike of more than 1% participation in a single year;
- Failure to submit a justification when having exceeded 1%;
- Failure to report alternate assessment data in the Education Management Information System (EMIS);
- Participation of disability types atypical to alternate assessment participation within the district; and
- Information provided in the previous year's justification form and recommendations from the alternate assessment support staff in the state support teams.

### 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 improved greatly in 2018- 2019 due to the use of the Special Education Profiles and Compliance Dashboard. These two tools allowed the Department and state support teams to work together to assist and monitor improvement efforts in Tier 3 districts and community schools. As described above, the Special Education Profiles informed districts and community schools of their Tier 3 status and the required action steps. The Compliance Dashboard is an interactive system that allows districts to read and respond to comments from the Department, submit self-reviews and improvement plans and upload documentation of completed action steps. Specialists in the Department's Office for Exceptional Children review and monitor the documentation. State support teams assisted district teams with analyzing data using the Self-Review Summary Report, developing and submitting improvement plans, and implementing planned action steps.

The Alternate Assessment Workgroup created a SharePoint site to share alternate assessment professional learning resources with state support team staff. The State Support Team Alternate Assessment Participation Professional Development Toolkit currently includes presentations, group learning activities, sample forms, parent communication examples, and so on from the Office for Exceptional Children and the Ohio Center for Autism and Low Incidence. This content focuses on interpreting the participation criteria, decision-making to ensure students are assigned to the correct assessments and information about aligning student learning goals to grade level content with the extended standards. The workgroup will continue expand and update the toolkit as new resources become available. For example, the workgroup is currently updating the parent and family frequently asked questions document.

The Department provided technical assistance and resources to Tier 3 districts and community schools as outlined in the 2018-2019 waiver extension request. Evidence of implementation for each action step is listed in Table 4 below. Some of the sample documents referenced are available via web-based links or are available in the Appendix (marked with an asterisk \*) (See Table 4).

**Table 4: Evidence of Tier 3 Progress 2018-2019**

Planned Action Steps	Evidence of Implementation 2018-2019
<p>1. Districts and community schools will, with the assistance of the Department and state support team consultants, construct goals to be included in improvement plans for appropriately identifying students for participation in the alternate assessment. Improvement plans should include measurable outcomes, timelines, frameworks for technical assistance, updated procedures and training opportunities.</p>	<ul style="list-style-type: none"> <li>• Office for Exceptional Children Comprehensive Monitoring Process*</li> <li>• District Self-Review Summary Report*</li> <li>• District Improvement Plan template*</li> </ul>
<p>2. The Department will review records (e.g., Evaluation Team Reports, Individualized Education Programs) and evaluate current determination processes, policies and procedures used to qualify students for participation in the alternate assessment.</p>	<ul style="list-style-type: none"> <li>• Office for Exceptional Children Comprehensive Monitoring Process*</li> </ul>
<p>3. The Department and state support team consultants will assist districts and community schools with analysis of subgroup participation data to identify and address any disproportionalities in assignment of subgroups to the alternate assessment. Districts and community schools with significant disproportionalities will address the root causes as part of their improvement plans.</p>	<ul style="list-style-type: none"> <li>• District Self-Review Summary Report*</li> <li>• District Improvement Plan Template*</li> <li>• State Support Team Alternate Assessment Participation Professional Development Toolkit*</li> </ul>
<p>4. The Department and state support team consultants will engage in discussions with teachers, administrators and Individualized Education Program team members as part of monitoring processes and root cause analysis as needed.</p>	<ul style="list-style-type: none"> <li>• Office for Exceptional Children Comprehensive Monitoring Process*</li> <li>• Parent meetings led by Office for Exceptional Children staff*</li> <li>• Parent public meeting notice and notification letter*</li> </ul>
<p>5. Parents and families will be notified of monitoring procedures and records reviews and provided opportunities to ask questions and participate in discussions as members of the Individualized Education Program teams.</p>	<ul style="list-style-type: none"> <li>• Parent meetings led by Office for Exceptional Children staff*</li> <li>• Parent public meeting notice and notification letter*</li> </ul>

Planned Action Steps	Evidence of Implementation 2018-2019
6. The Department’s Office of Innovation and Improvement will include alternate assessment participation in its school improvement processes for high-priority schools and districts.	<ul style="list-style-type: none"> <li>• Compliance Support Tool*</li> </ul>

## 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 2018-2019 waiver. Evidence of implementation for each action step is listed in Table 5 below. Some of the sample documents referenced are available via web-based links or are available in the Appendix (marked with an asterisk \*) (See Table 5).

**Table 5: Evidence of Tier 2 Progress 2018-2019**

Planned Action Steps	Evidence of Implementation 2018-2019
1. Department staff, in collaboration with state support team consultants, will lead regional and local professional learning opportunities focusing on analyzing data and reviewing special education records.	<ul style="list-style-type: none"> <li>• State Support Team Alternate Assessment Participation Professional Development Toolkit*</li> <li>• Regional meetings with special education administrators*</li> <li>• Ohio Statewide Testing and Students with Disabilities Advisory Committee meetings*</li> <li>• Presentations at Ohio Association of Pupil Service Administrators meetings and other professional organizations*</li> </ul>
2. Department staff, in collaboration with state support team consultants, will provide training opportunities for special education leaders, as well as district and school administrators to ensure Individualized Education Program teams have the necessary resources and are using them properly.	<ul style="list-style-type: none"> <li>• State Support Team Alternate Assessment Participation Professional Development Toolkit*</li> <li>• Regional meetings with special education administrators*</li> <li>• Presentations at Ohio Association of Pupil Service Administrators meetings and other professional organizations*</li> </ul>
3. The Department will develop training resources to address disproportionality in the assignment of subgroups of students to the alternate assessment.	<ul style="list-style-type: none"> <li>• State Support Team Alternate Assessment Participation Professional Development Toolkit*</li> <li>• Office for Exceptional Children Comprehensive Monitoring Process*</li> <li>• <a href="#">Universal Support Training Materials</a></li> <li>• <a href="#">Companion Document to Participation Guidelines</a></li> </ul>

## Evidence of Progress: Tier 1

Tier 1 support is for districts and community schools that are above the 1 percent 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 2018-2019 waiver. Evidence of implementation for each action step is listed in Table 6 below. Some of the sample documents referenced are available via web-based links or listed in the Appendix (marked with an asterisk \*) (See Table 6).

**Table 6: Evidence of Tier 1 Progress 2018-2019**

Planned Action Steps	Evidence of Implementation 2018-2019
<p>1. The Department will lead professional development webinars on appropriate alternate assessment participation and completion of required justification forms for exceeding 1 percent participation. Webinars will be recorded and posted public use.</p>	<ul style="list-style-type: none"> <li>• Train-the-trainer event for test administration training, November 2019*</li> <li>• <a href="#">Participation Guidelines for Ohio's Alternate Assessment</a></li> <li>• <a href="#">Decision Framework for Alternate Assessment Participation Guidelines</a></li> <li>• <a href="#">Companion Document to Participation Guidelines</a></li> <li>• <a href="#">2018-2019 AASCD Refresher Training PowerPoint</a></li> <li>• <a href="#">Spring 2019 Alternate Assessment Directions for Administration Manual</a></li> </ul>
<p>2. The Department will present at multiple statewide conferences and other events for teachers and administrators.</p>	<ul style="list-style-type: none"> <li>• Train-the-trainer event for test administration training, November 2019*</li> <li>• <a href="#">2018-2019 Alternate Assessment Refresher Training PowerPoint</a></li> <li>• <a href="#">OCALICON Presentation November 2019</a></li> <li>• <a href="#">Alternate Assessment Fact Sheet</a></li> </ul>
<p>3. State support teams will continue to provide training on decision-making processes for Alternate Assessment for Students with Significant Cognitive Disabilities participation.</p>	<ul style="list-style-type: none"> <li>• Alternate assessment participation rates added to Special Education Profiles and Ratings*</li> <li>• Ohio Statewide Testing and Students with Disabilities Advisory Committee Meetings*</li> <li>• State Advisory Panel for Exceptional Children <a href="#">Participation Guidelines for Ohio's Alternate Assessment</a></li> <li>• <a href="#">Alternate Assessment Frequently Asked Questions for Families</a></li> </ul>

Planned Action Steps	Evidence of Implementation 2018-2019
<p>4. The Department will provide resources, including data analysis tools, to address disproportionality in assignment of student subgroups to the Alternate Assessment for Students with Significant Cognitive Disabilities.</p>	<ul style="list-style-type: none"> <li>• Alternate assessment participation rates added to Special Education Profiles and Ratings*</li> <li>• Monthly state support team Directors' Meetings*</li> <li>• Skype/webinars as needed</li> </ul>
<p>5. Parent and family engagement staff will work with districts and community schools to ensure families understand how IEP decisions about alternate assessment participation are appropriately made and the implications of participation in the alternate assessment for students.</p>	<ul style="list-style-type: none"> <li>• <a href="#">AASCD FAQ</a></li> <li>• <a href="#">Participation Guidelines for Ohio Alternate Assessment</a></li> <li>• <a href="#">Decision Framework (Flowchart) for Alternate Assessment Participation Guidelines</a></li> <li>• <a href="#">Companion Document to Participation Guidelines</a></li> <li>• <a href="#">Ohio Learning Standards-Extended</a></li> <li>• <a href="#">AASCD Administration Manuals and Guidance Documents.</a></li> </ul>
<p>6. Technical support from the Department is available to all stakeholders through phone support and a dedicated email address (<a href="mailto:AAparticipation@education.ohio.gov">AAparticipation@education.ohio.gov</a>).</p>	<ul style="list-style-type: none"> <li>• Email support provided by Department staff via: <a href="mailto:AAparticipation@education.ohio.gov">AAparticipation@education.ohio.gov</a></li> <li>• Phone support provided by Department staff at 614-466-13217 or 1-877-644-6338</li> <li>• <a href="#">ODE AASCD Web Page</a></li> <li>• <a href="#">Ohio Alternate Assessment Portal</a></li> </ul>

## ACTION STEPS FOR 2019-2020

1. Provide two webinars, with presentation slides and associated transcript posted online following the webinars, to all districts and community schools. The webinars will introduce an updated justification form, address the calculation of projected participation rates and the timeline for submitting justifications. The Department also will update stakeholders on the state waiver process and preview of new tools and guidance.
2. Conduct a targeted analysis of student participation in alternate assessment by 1) socio-economic status; 2) race and ethnicity; and 3) disability category. This analysis will include data at the state level and within identified Tier 3 districts and community schools. An analysis of disproportionality data will help the Department clarify state-wide trends and support local districts and community schools in improving their use of alternate assessments.
3. Improve the rigor of the Self-Review Summary Report for Tier 3 districts and community schools. The Department will update the self-review to engage districts and community schools in more rigorous data analysis, especially concerning disproportionality data. In addition to analyzing participation by disability category, the revised self-review will require analysis of participation data by race and ethnicity. The Department will include guidance in the State Support Team Alternate Assessment Participation Professional Development Toolkit and provide training for state support team consultants to assist districts and community schools in analysis of disproportionality data.
4. Rework the existing companion document into a decision-making tool that expands on the participation criteria. The updated tool, the Alternate Assessment Participation Decision-Making Tool, will be organized in sections correlated to the participation criteria to provide additional guidance and specificity. The Department will pilot the new tool with Individualized Education Program teams in targeted districts and community schools, including those identified as Tier 3. The new decision-making tool will help address the inappropriate placement of students without intellectual disabilities on the alternate assessment. It will also assist educators with consistent application of the state's participation.
5. Expand the State Support Team Alternate Assessment Participation Professional Development Toolkit with new and updated content on how to apply the participation criteria, ensure students are assigned to the correct assessments, and align student learning goals to grade level content with the extended standards. Regional and local professional development will provide opportunities to dispel some of the misunderstandings observed in district and community school justification forms.
6. Continue and modify, as needed, use of a multi-tiered system of statewide support to improve the use of alternate assessment. The Department will continue to apply the action steps by tier as outlined in Tables 4, 5 and 6 above.
7. Continue participation in national networks and learning opportunities for state staff. Working collaboratively with other members of the Assessing Special Education Students collaborative, through the Council for Chief State School Officers, the Department is participating in the development of communications templates for parents, administrators and educators. The collaborative also provides access to timely research and best practices from other states.



## APPENDIX

- A. Office for Exceptional Children Comprehensive Monitoring Process: Onsite checklist and review record
- B. District Self-Review Summary Report: Summary report template
- C. District Improvement Plan template
- D. State Support Team Alternate Assessment Participation Professional Development Toolkit overview
- E. Parent meetings led by Office for Exceptional Children staff: Sample PowerPoint
- F. Parent public meeting: Sample notice and notification letter
- G. Compliance Support Tool: Screen capture of user interface
- H. Regional meetings with special education administrators: Sample schedules and communications
- I. Ohio Statewide Testing and Students with Disabilities Advisory Committee meetings: Sample meeting agendas
- J. Presentations at Ohio Association of Pupil Service Administrators meetings and other professional organizations: Sample PowerPoint slides
- K. State Advisory Panel for Exceptional Children Agendas: Sample agenda
- L. Train-the-trainer event for test administration training: Sample agenda
- M. Alternate assessment participation rates added to Special Education Profiles and Ratings: Sample PowerPoint
- N. Monthly state support team Directors' Meeting: Sample PowerPoint

**Onsite Checklist**

<b>District</b>	
<b>IRN</b>	
<b>SPP Indicators to Verify Onsite</b>	

**\*\*Lead will enter the district contact information into the database\*\***

<b>Contacts &amp; Phone Numbers</b>	<b>Address and Notes</b>
Superintendent	
Special Education	
Early Childhood	
Fiscal	
SST Consultant	
Sponsor (if community school)	
Management Organization (if community school)	

**Documents/Equipment Needed Public Meeting**

Lead or Consultant	Documents
Lead will provide copy of the completed meeting notice to Donna for posting on website	<ul style="list-style-type: none"> <li><input type="checkbox"/> Public Meeting Notice               <ul style="list-style-type: none"> <li><input type="checkbox"/> Obtain location from LEA</li> <li><input type="checkbox"/> Complete public meeting notice</li> <li><input type="checkbox"/> Send notice to LEA to send to parents and post on LEA website</li> <li><input type="checkbox"/> Send a copy of the notice to Donna for posting on OEC's website</li> <li><input type="checkbox"/> Send LEA Verification of Notification of Public Meeting Form</li> <li><input type="checkbox"/> Remind LEA to retain a copy of the notice in student file and to complete the notification of public meeting form</li> <li><input type="checkbox"/> Determine any needed accommodations such as an interpreter, room accessibility, etc. and inform LEA at least one week prior to meeting.</li> </ul> </li> </ul>
Lead Consultant	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sign-In Sheet</li> <li><input type="checkbox"/> Request to Address OEC Form</li> <li><input type="checkbox"/> Written Comments Form</li> <li><input type="checkbox"/> PowerPoint Presentation</li> </ul>
Request District to Provide	<ul style="list-style-type: none"> <li><input type="checkbox"/> LCD Projector</li> <li><input type="checkbox"/> Microphone (if necessary)</li> <li><input type="checkbox"/> Copies of <i>Guide to Parent's Rights in Special Education</i> (provided by LEA) along with LEA special education contact information</li> </ul>
All Consultants	<ul style="list-style-type: none"> <li><input type="checkbox"/> Parent Meeting Notes (electronic or written)</li> <li><input type="checkbox"/> Submit all notes to the lead</li> <li><input type="checkbox"/> Submit Sign-in Sheets to the Lead</li> </ul>

**Record Review Activities**

Lead or Consultant	Activities
Lead Consultant	<ul style="list-style-type: none"> <li><input type="checkbox"/> Send electronic list of student SSIDs selected for review to LEA requesting names and addresses (Student Address Format)</li> <li><input type="checkbox"/> Send completed list from LEA to Donna for upload into database</li> <li><input type="checkbox"/> Send LEA instructions for uploading records to:               <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Document Upload Instructions</a></li> <li><input type="checkbox"/> <a href="#">Document Request Checklist</a></li> </ul> </li> <li><input type="checkbox"/> Assign records for review to individual consultants</li> <li><input type="checkbox"/> Use the Record Review hard copy forms (back p to database)</li> <li><input type="checkbox"/> Verify that all record reviews have been entered in the Access Data Base (check district tally)</li> </ul>
All Consultants	<ul style="list-style-type: none"> <li><input type="checkbox"/> Enter all record reviews into Access database</li> <li><input type="checkbox"/> Submit hardcopies of the Record Review Data Collection forms to Lead</li> </ul>

**Interviews**

Consultant	Interviews
Lead Consultant	<ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule 1 ½ hours for each team interview Special education teachers, regular education teachers, educational aides and related service providers will be interviewed separately from the LEA administrators</li> <li><input type="checkbox"/> Identify location for the interviews and explain the need for adequate space and conference table seating</li> <li><input type="checkbox"/> Additional documentation from LEA if needed</li> <li><input type="checkbox"/> Interview Questions-School Age</li> <li><input type="checkbox"/> Agenda</li> <li><input type="checkbox"/> Sign-in sheets to all consultants</li> </ul>
All Consultants	<ul style="list-style-type: none"> <li><input type="checkbox"/> Interview Notes (electronic or written)</li> <li><input type="checkbox"/> Submit interview Notes to Lead</li> <li><input type="checkbox"/> Submit Sign-in Sheets to Lead</li> </ul>

**IEP Verification**

<b>Lead Consultant</b>	<input type="checkbox"/> IEP Verification Checklists to all consultants <input type="checkbox"/> Request Student Schedules <input type="checkbox"/> Request Building Maps for Class Locations if needed
<b>All Consultants</b>	<input type="checkbox"/> Debrief with team for inter-rater <input type="checkbox"/> Combine IEP Verification Checklists/Notes and submit to lead

**Preschool**

<b>Record Review</b>	<input type="checkbox"/> Send electronic list of student SSIDs selected for review to LEA requesting names and addresses (Student Address Format) <input type="checkbox"/> Send completed list from LEA to Donna for upload into database <input type="checkbox"/> Send LEA instructions for uploading records to <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Document Upload Instructions</a></li> <li><input type="checkbox"/> <a href="#">Document Request Checklist</a></li> </ul> <input type="checkbox"/> Assign records for review to individual consultants <input type="checkbox"/> Use the Record Review hard copy forms (back up to database) <input type="checkbox"/> Verify that all record reviews have been entered in the Access Data Base (check district tally)
<b>Interviews</b>	<input type="checkbox"/> Schedule 1 ½ hours for each team interview. Special education teachers, regular education teachers, educational aides and related service providers will be interviewed separately from the LEA administrators <input type="checkbox"/> Identify location for the interviews and explain the need for adequate space and conference table seating <input type="checkbox"/> Additional documentation from LEA if needed <input type="checkbox"/> Interview Questions <input type="checkbox"/> Submit Interview Notes to Lead <input type="checkbox"/> Submit Sign-in Sheets to Lead
<b>IEP Verification</b>	<input type="checkbox"/> Request Student Schedules <input type="checkbox"/> Request Building Maps for Class Locations if needed <input type="checkbox"/> Debrief with team for inter-rater <input type="checkbox"/> Combine IEP Verification Checklists/Notes and submit to Lead

**A**

District:            IRN:            Reviewer's Initials:    Record #:  
 Student:            DOB:            Grade:                    Disability Category:  
 ETR:                Date:  
 IEP:                 Date:

RR #	Item Reviewed	Yes	No	NA	NR	Comments/Notes
CF-1	Part C to B					
CF-2	ETR-Interventions provided					
CF-3	ETR planning included parent					
CF-4	Informed Parental Consent for testing					
CF-5	ETR addresses all areas related to disability					
CF-6	ETR clearly states summary of assessment results					
CF-7	ETR contains clear description of educational needs					
CF-8	ETR contains specific implications for instruction and progress monitoring					
CF-9	IETR/RETR – qualified group of professionals determine eligibility					

RR #	Item Reviewed	Yes	No	NA	NR	Comments/Notes
DS-1	Transition Plan					
DS-2	PLOP					
DS-3	Goals address academic needs					
DS-4	Goals address functional needs					
DS-5	Measurable goals					
DS-6	Data collected and analyzed					
DS-7	Statement of specially designed instruction					

**A**

RR #	Item Reviewed	Yes	No	NA	NR	Comments/Notes
DS-8	Goals and services consistent with progress made					
DS-9	Location					
DS-10	Amount & frequency					
DS-11	Identify related services					
DS-12	Location					
DS-13	Amount & Frequency					
DS-14	IEP Verification Checklist					
DS-15	IEP revisions based on data					

RR #	Item Reviewed	Yes	No	NA	NR	Comments/Notes
DS-16	AT					
DS-17	Accommodations					
DS-18	Modifications					
DS-19	Alternate Assessment					
DS-20	Supports for School Staff					
DS-21	IEP Meeting-Qualified team					

RR #	Item Reviewed	Yes	No	NA	NR	Comments/Notes
LRE-1	Justification for removal from general education classroom					

**A**

RR #	Item Reviewed	Yes	No	NA	NR	Comments/Notes
DIS-1	Manifestation determination form was completed					
DIS-2	Manifestation determination conducted within 10 school days of the educational agency's decision to change the placement					
DIS-3	Educational agency conducted a functional behavioral assessment (FBA)					
DIS-4	Educational agency developed a behavioral intervention plan (BIP)					

RR #	Item Reviewed	Yes	No	NA	NR	Comments/Notes
DV-1	IEP in effect on October 31					
DV-2	ETR in effect on October 31					
DV-3	EMIS data accurately reflect information from the student record					
DV-4	Initial evaluation conducted within 60 days					

<b>Additional Notes</b>	



**B**

**Indicator 3b AASCD - Self-Review Summary Report**

District Name		IRN #	
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States are required to ensure that the total number of students assessed in each subject in the state, using the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD), does not exceed 1.0% of the total number of all students who took the state’s assessments. In Ohio, approximately two-thirds of all districts are presently over 1.0% participation in the AASCD and the state’s participation rate is at 1.9%.

Districts that are significantly exceeding the 1% threshold complete the self-review summary report using OEC-provided guiding questions. The district Self-Review Team, with the assistance of their SST regional consultant, will review and discuss each question, 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. The district, with SST support, will write an Improvement Plan based on the root cause analysis completed in the Self-Review Summary Report. The verification of SST training will conclude the review for this indicator.

Guiding Questions		Area of Concern?	Priority
1. How is the district ensuring that Individualized Education Program (IEP) teams are adhering to the criteria outlined in the Participation Guidelines for Ohio's Alternate Assessment in determining student eligibility for participation in the AASCD?		No	
Summary of Analysis:	Potential Influence (Root Cause)—if identified as an area of concern		
The district's special education supervisor reviewed the AASCD Participation Criteria document and companion document with the district's intervention specialists.			

<p>2. What is the percentage of students with significant cognitive disabilities out of the total number of students with disabilities taking the AASCD? Are there students in disability categories that don't typically include students with significant cognitive disabilities (e.g., specific learning disability, speech or language impairment, visual impairment, hearing impairment, emotional disturbance) taking the AASCD? Please explain why.</p>	<p>Yes</p>	
<p>Summary of Analysis:</p>	<p>Potential Influence (Root Cause)—if identified as an area of concern</p>	
<p>83% (5 of 6) students taking the AASCD had significant cognitive disabilities. One of the students taking the AASCD was identified as having a Specific Learning Disability. The determination for the SLD student to take the AASCD was an IEP Team decision based on the student's participation in a functional curriculum.</p>	<p>The student who participated in the AASCD who was identified as having a learning disability was found to have a full scale IQ of 56 according to his most recent multifactorial evaluation. However, the evaluation team concluded that the student's profile was characterized by severe processing difficulties and inattentiveness rather than a low cognitive ability level and that therefore the student would more accurately be identified as a student with a learning disability rather than a cognitive impairment.</p>	

<p>3. How does the district ensure that only students identified to take the AASCD are taking this assessment? Who is checking that students taking the AASCD have a required test type of "ALT" in the Special Education Event Record?</p>	<p>No</p>	
<p>Summary of Analysis:</p>	<p>Potential Influence (Root Cause)—if identified as an area of concern</p>	
<p>The district's special education supervisor is responsible for ensuring only students identified as meeting AASCD participation criteria participate in the assessment.</p>		

4. Are schools, communities, or health program(s) drawing large numbers of families of students with the most significant cognitive disabilities to live in the district? Please name these schools, communities, or health program(s).	No	
Summary of Analysis:	Potential Influence (Root Cause)–if identified as an area of concern	
The school district has a significant Amish population, a community with a disproportional level of severe genetic disorders brought on in part by decades of intermarriage among a very close-knit community.		

5. How are educators that administer the AASCD trained to administer the AASCD? Who provides this training? How often is training provided?	No	
Summary of Analysis:	Potential Influence (Root Cause)–if identified as an area of concern	
Intervention specialists who administer the AASCD participate in annual training presented by regional SST.		

6. How do you document that all educational staff involved in the administration of the AASCD has reviewed the Test Administration Resources - Administration Manuals and Guidance Documents, <a href="#">Spring 2018 Online Refresher Training PowerPoint [pptx]</a> , <a href="#">Spring 2018 AASCD Directions for Administration Manual [pdf]</a> and <a href="#">Spring 2018 AASCD Test Coordinator's Manual [pdf]</a> ?	No	
Summary of Analysis:	Potential Influence (Root Cause)–if identified as an area of concern	
Staff participating the SST's AASCD training session routinely review test administration resources including administration manuals and guidance documents,		

7. Review the percentage of students taking the AASCD in grade 3, grades 4-7, grade 8 and high school. Are percentages different? Please explain.	No	
Summary of Analysis:	Potential Influence (Root Cause)–if identified as an area of concern	
A review of students taking the AASCD does not indicate any differential patterns in the test band grades. In consideration of the relatively small number of students in the tested grades and the low number of students (6) taking the AASCD, it appears that the AASCD students are relatively evenly distributed.		

8. Are the same students taking the AASCD every year? Are there any students taking the AASCD one year then switching to the general Ohio state assessments another year? How many in the last two years? Please explain why. Are there grade levels where this is more prevalent?	No	
Summary of Analysis:	Potential Influence (Root Cause)–if identified as an area of concern	
Yes, the same students have taken the AASCD from year to year. None of the students has taken the AASCD one year and the general assessment in another year over the past two years.		

9. Are there students taking the AASCD in only one subject? Please explain.	No	
Summary of Analysis:	Potential Influence (Root Cause)–if identified as an area of concern	
Each of the six students has taken the AASCD in each subject area.		

10. What is the percentage of students with disabilities taking the AASCD who are spending 80% or more of their day in general education? What is preventing students who spend most of their day in general education from accessing and being successful in the Ohio's Learning Standards? Is professional development being provided in this area and by whom?		
Summary of Analysis:	Potential Influence (Root Cause)—if identified as an area of concern	
None of the students taking the AASCD spends 80% or more of their day in general education.		

11. Provide any additional justification of variables not covered previously that may contribute to higher numbers of students identified with significant cognitive disabilities being deemed eligible for participation in the AASCD, thus resulting in an AASCD participation rate higher than 1.0%.	Yes	
Summary of Analysis:	Potential Influence (Root Cause)—if identified as an area of concern	
Three of the 6 students taking the AASCD are enrolled in the county school for children with developmental disabilities and are identified as having profound disabilities to the extent that IEP teams have determined the children are unable to receive an appropriate education in a public-school building. The 3 children placed in the county DD school alone constitute 2.75% of the district's tested population for the 2017-18 school year.	Factors including the districts' disproportionately high percentage of children from a community characterized by high levels of genetic disorders, and that community's deep and longstanding preference to place children with severe disabilities in the county school for children with developmental disabilities result in the district's having more than 1% of the population participate in the AASCD on a persistent basis.	

12. What are the supports and informational processes in place for key personnel who have questions regarding eligibility and administration of the AASCD?	No	
Summary of Analysis:	Potential Influence (Root Cause)-if identified as an area of concern	
The district receives special education supervision from the educational service center. The district ensures that personnel involved in the administration of the AASCD and the determination of how students with disabilities participate in statewide assessment are aware of professional development opportunities provided by the ESC and the regional SST.		

13. What types of technical assistance and training have you received from the SST and/or ODE regarding the AASCD eligibility and administration?	No	
Summary of Analysis:	Potential Influence (Root Cause)-if identified as an area of concern	
Personnel involved in the administration of the AASCD receive technical assistance and training from the SST. The district's special education supervisor routinely distributes information received by ODE, the SSST and the Ohio Association of Pupil Services Administrators (OAPSA) to intervention specialists and related services providers and reviews the information with them to ensure understanding.		

**LEA Self-Review Team**

Title	Name
Superintendents	
Special Education Supervisor	
ESC Special Education Supervisor	
EMIS Coordinator	

Submitted by: [REDACTED]	Phone #: [REDACTED]	Email: [REDACTED]
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After responding to each item required, please upload the completed form the Compliance dashboard in your SAFE account. See dashboard manual on the Compliance dashboard under User Manual and Forms, at the top of the page, and on the Special Education Profile under Submission Instructions for this indicator. Please make sure to specify the indicator number for which you are submitting documentation.



**Improvement Plan**

District		IRN		SST Region	
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**Area of Improvement or Correction**

Indicator 3b Alternate Assessment for Students with Significant Cognitive Disabilities

**Summary–Baseline Data and Potential Influence (Root Cause)**

83% (5 out of 6) students have significant cognitive disabilities and are receiving appropriate services. The IEP Team needs to look closely at the one student to determine the appropriate Statewide and District Wide Testing assessments and accommodations.

**Goal**

Update Intervention Specialists through professional development on the proper participation guidelines and decision-making flow chart for Ohio’s Alternate Assessment for the students with significant cognitive disabilities (to ensure that only students requiring AA are taking that assessment) by June 2019.

**Activity**

Presentation and discussion that will assist individualized education program (IEP) teams in making appropriate decisions regarding student participation in Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities (AASCG)

<b>Resources Needed</b>	State Support Team Educational Consultant; Ohio AASCD Participation Criteria; ODE Companion to Participation Guidelines and Decision-Making Flowchart
<b>Individual Responsible for Ensuring Implementation</b>	Elementary and Middle/High School Principals Supervisor of special education
<b>Individual Responsible for Supervision of Implementation</b>	Principal
<b>Individual Responsible for Supervision of Implementation</b>	Professional Development will be scheduled with SSTR Educational Consultant
<b>Timeline for Completion of Activity</b>	Professional Development will be planned and given to the three Intervention Specialists by the end of the school year
<b>Evidence of Activity Completed</b>	Professional Development Agenda; Sign-In Sheet
<b>Evidence of Improvement (Impact)</b>	The Intervention Specialists will be educated on correcting Step 12 on the IEP (AASCD Participation Criteria) during IEP meetings.
<b>Plan for Continued Improvement</b>	Intervention Specialists will use the Participations Guidelines and Decision-Making Flowchart to determine Statewide and District Testing for a student.

**C**

District		IRN		SST Region	
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Address			
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City		State		Zip Code	
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Address	
City	
State	
Zip Code	

Superintendent	
Phone Number	
Email Address	

Special Education Contact	
Phone Number	
Email Address	

**To Be completed by Sponsor (if Community School)**

<b>Sponsor Name</b>	
<b>Sponsor Contact Person</b>	
<b>Phone</b>	
<b>Email Address</b>	
<b>Sponsor Signature</b>	
<b>Date:</b>	

**C**

*To be completed by OEC*

<b>Date OEC Received</b>	
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*OEC's Review*

<b>Reviewer's Notes/Comments</b>	
<b>ODE Reviewer Signature</b>	
<b>Date Approved</b>	

**Appropriate Participation in Ohio's Alternate Assessment for  
Students with Significant Cognitive Disabilities**  
*State Support Team Toolkit Overview*

Folder	Resource	Description	Supported By	Notes
AASCD Portal General Resources	Companion Document to Participation Guidelines	This document is a companion to the Participation Guidelines for Ohio's Alternate Assessment and Decision-Making Flowchart that will assist individualized education program (IEP) teams in making appropriate decisions regarding student participation in Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD).	Please contact the Ohio Help Desk at: Customer Support E-mail: <a href="mailto:OHHelpdesk@air.org">OHHelpdesk@air.org</a>	Also available on the <a href="#">Alternate Assessment Portal</a>
AASCD Portal General Resources	AASCD Decision Framework (Flowchart) for Alternate Assessment Participation Guidelines	This is a tool that can be used by an IEP team to decide whether a student qualifies to participate in the alternate assessment.	Please contact the Ohio Help Desk at: Customer Support E-mail: <a href="mailto:OHHelpdesk@air.org">OHHelpdesk@air.org</a>	Also available on the <a href="#">Alternate Assessment Portal</a>
AASCD Portal General Resources	AASCD Fact Sheet	This fact sheet provides an overview the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD).	Please contact the Ohio Help Desk at: Customer Support E-mail: <a href="mailto:OHHelpdesk@air.org">OHHelpdesk@air.org</a>	Also available on the <a href="#">Alternate Assessment Portal</a>

## E

Folder	Resource	Description	Supported By	Notes
AASCD Portal General Resources	AASCD Family FAQ	This document provides answers to frequently asked questions for families of students who participate in the Alternate Assessment.	Please contact the Ohio Help Desk at: Customer Support E- mail: <a href="mailto:OHHelpdesk@air.org">OHHelpdesk@air.org</a>	Also available on the <a href="#">Alternate Assessment Portal</a>
AASCD Portal General Resources	Alternate Assessment Participation Guidelines	This document outlines state and federal laws that inform whether a student can participate in Ohio's alternate assessment.	Please contact the Ohio Help Desk at: Customer Support E-mail: <a href="mailto:OHHelpdesk@air.org">OHHelpdesk@air.org</a>	Also available on the <a href="#">Alternate Assessment Portal</a>
AASCD Portal Testing Manuals	Spring 2019 AASCD Directions for Administration Manual	The Spring 2019 AASCD Directions for Administration Manual outlines how teachers/test administrators should prepare for and administer the AASCD Operational Paper (1.0) administration and AASCD Online Independent Field Test (2.0) administration. All teachers, test administrators, and second raters should review the manual in advance of the test window.	Please contact the Ohio Help Desk at: Customer Support E-mail: <a href="mailto:OHHelpdesk@air.org">OHHelpdesk@air.org</a>	Also available on the <a href="#">Alternate Assessment Portal</a>
AASCD Portal Testing Manuals	Spring 2019 AASCD Test Coordinator's Manual	The Spring 2019 AASCD Test Coordinator's Manual outlines the responsibilities and procedures that district and building test coordinators are to follow for the AASCD Operational Paper (1.0) administration and the AASCD Online Independent Field Test (2.0) administration.	Please contact the Ohio Help Desk at: Customer Support E-mail: <a href="mailto:OHHelpdesk@air.org">OHHelpdesk@air.org</a>	Also available on the <a href="#">Alternate Assessment Portal</a>

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Folder	Resource	Description	Supported By	Notes
District and School Tools	2018-2019 District AASCD Participation Justification Form (Sample)	This sample document will help districts and community schools collect the necessary data to complete a justification form online.	Please contact the Office for Exceptional Children at <a href="mailto:AAParticipation@education.ohio.gov">AAParticipation@education.ohio.gov</a>	Available in both Word and PDF formats.
District and School Tools	Indicator 3c Self-Review Summary Report	Districts and community schools significantly exceeding the 1% threshold are required to complete this review as an action step in their Special Education Profile. These questions will also be helpful to any district or community school seeking to lower their alternate assessment participation rate.	Please contact the Office for Exceptional Children at <a href="mailto:AAParticipation@education.ohio.gov">AAParticipation@education.ohio.gov</a>	Available in both Word and PDF formats.
District and School Tools	School Participation Justification Support Worksheet	For districts who want to collect school level data, this worksheet can be completed by building level teams and shared with the district.	Please contact the Office for Exceptional Children at <a href="mailto:AAParticipation@education.ohio.gov">AAParticipation@education.ohio.gov</a>	
District and School Tools	Companion Document to Participation Guidelines	This document is a companion to the Participation Guidelines for Ohio's Alternate Assessment and Decision-Making Flowchart that will assist individualized education program (IEP) teams in making appropriate decisions regarding student participation in Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD).	Please contact the Ohio Help Desk at: Customer Support E- mail: <a href="mailto:OHHelpdesk@air.org">OHHelpdesk@air.org</a>	Also available on the <a href="#">Alternate Assessment Portal</a>

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Folder	Resource	Description	Supported By	Notes
District and School Tools	AASCD Decision Framework (Flowchart) for Alternate Assessment Participation Guidelines	This is a tool that can be used by an IEP team to decide whether a student qualifies to participate in the alternate assessment.	Please contact the Ohio Help Desk at: Customer Support E- mail: <a href="mailto:OHHelpdesk@air.org">OHHelpdesk@air.org</a>	Also available on the <a href="#">Alternate Assessment Portal</a>
OCALI Resources	13 Categories Activity PowerPoint	This professional learning activity includes slides, a graphic organizer, an article and the Ohio Operating Standards for the Education of Children with Disabilities. There are no speakers' notes. This activity should be facilitated by trained facilitators.		
OCALI Resources	Adaptive Behavioral Tools	Includes two tools to document students' adaptive behaviors for students ages 6 through 13 years.		
OCALI Resources	IDEA–FAPE–LRE	Documents and a video to introduce and discuss the three big ideas around IDEA, FAPE and LRE, with a focus on inclusion.		

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Folder	Resource	Description	Supported By	Notes
OCALI Resources	Ohio Data	Review Ohio special education data and read an analysis of national data trends.		The data provided are from 2016-2017 and will be updated.
OCALI Resources	Extended Standards and Learning Progressions Overview PowerPoint	<p>This presentation is a detailed overview of the purpose and use of extended standards and learning progressions.</p> <p>There are limited speakers' notes available, requiring a trained facilitator to use this presentation. Some of the examples included could be used in different professional learning contexts.</p>		
OEC Presentations and Webinars	AASCD Participation Webinar October 2018	This PowerPoint provides background on changes in ESSA, reviews state and LEA responsibilities including collection of district and community school justifications.	Please contact the Office for Exceptional Children at <a href="mailto:AAParticipation@education.ohio.gov">AAParticipation@education.ohio.gov</a>	Pairs well with sample justification form in District and School Tools folder.



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Folder	Resource	Description	Supported By	Notes
OEC Presentations and Webinars	OCALICON 2018 ASACD Presentation	This set of slides reviews ESSA requirements, including justifications, and focuses on determining student eligibility and use of the “companion document”.	Please contact the Office for Exceptional Children at <a href="mailto:AAParticipation@education.ohio.gov">AAParticipation@education.ohio.gov</a>	Pairs with companion document in District and School Tools
OEC Presentations and Webinars	Webinar: Understanding Alternate Assessment Action Steps	This presentation discusses the questions in the Indicator 3C Self-Review Summary Report, including discussion of each IDEA disability category.	Please contact the Office for Exceptional Children at <a href="mailto:AAParticipation@education.ohio.gov">AAParticipation@education.ohio.gov</a>	Pairs with Self-Review Summary Report in District and School Tools. Available in both PDF and mp4 (video). The video is also posted on <a href="#">YouTube</a> .
Resources from Professional Organizations	The Least Dangerous Assumption: A Challenge to Create a New Paradigm	Source: Disability Solutions: A publication of Creating Solutions, A Resource for Families & Others Interested in Down Syndrome & Developmental Disabilities, Fall 2005, Volume 6, Issue 3		
Resources from Professional Organizations	National Center on Educational Outcomes (NCEO) disproportionality paper	C. Evans & C. Domaleski, Guidance for Examining Disproportionality of Student Group Participation in Alternate Assessments, January 2019		

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Folder	Resource	Description	Supported By	Notes
Resources from Professional Organizations	NCEO Guidance on Alternate Assessment Participation Data	NCEO, Guidance for Examining District Alternate Assessment Participation Rates, October 2018		
Resources from Professional Organizations	Ohio NCEO Alternate Assessment Presentation	Presented at a national convening on alternate assessment, Ohio shared our work analyzing data and providing support to districts and community schools.		
Resources from Professional Organizations	Dynamic Learning Maps (DLM) Videos	<p>DLM assessment consortium, funded in part by the US Department of Education, provides two videos that are helpful for discussion of the meaning of “significant” in relation to cognitive disabilities.</p> <p>Students with Significant Cognitive Disabilities Part 1</p> <p>Students with Significant Cognitive Disabilities Part 2</p>		These videos are between five and six minutes long.

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Folder	Resource	Description	Supported By	Notes
Training PowerPoints	2019 Refresher Training for AASCD Test Administrators	This is the 2018-2019 Refresher Training PowerPoint for AASCD test administrators who have been previously trained.	Please contact the Office for Exceptional Children at <a href="mailto:AAParticipation@education.ohio.gov">AAParticipation@education.ohio.gov</a>	
Training PowerPoints	Ohio Accessibility Training 2019	Designed to be adapted for local use. Presenters will need to add details to slides.	Please contact the Office for Exceptional Children at <a href="mailto:AAParticipation@education.ohio.gov">AAParticipation@education.ohio.gov</a>	
Training PowerPoints	Using the AASCD Companion Document March 2019	This is a PowerPoint developed by a committee of SST members and ODE. This document is a training for the Companion Document to Participation Guidelines for the Alternate Assessment and Decision-Making Flowchart that will assist individualized education programs (IEP) teams in making appropriate decisions regarding student participation in the Ohio's Alternate Assessment for Student's with Significant Cognitive Disabilities. (AASCD)	Please contact the Office for Exceptional Children at <a href="mailto:AAParticipation@education.ohio.gov">AAParticipation@education.ohio.gov</a>	Companion document is available in District and School Tools folder.



**Office for  
Exceptional Children**

25 South Front Street  
Columbus, Ohio 43215  
[www.education.ohio.gov](http://www.education.ohio.gov)  
(877) 644-6338

For people who are deaf or  
hard of hearing, please call  
Relay Ohio first at 711.

# ATTENTION PARENTS

## Notice of Public Meetings

### **Cleveland Heights-University Heights City School District Special Education Program**

The Cleveland Heights-University Heights City School District has been selected by the Ohio Department of Education, Office for Exceptional Children (OEC), for a review of its special education program. OEC will be in the district on November 5 and 6, 2019 to complete this review.

OEC is asking parents, guardians and other members of the OEC is asking parents, guardians and other members of the public to share their views on the Cleveland Heights-University Heights City School District's special education program. OEC staff will be at Delisle Options Center, 14780 Superior Rd, Cleveland Heights, OH 44118 to take public comments on November 5, 2019 from 5:00 p.m. to 6:00 p.m.

If you would like to provide comments in writing, please email John Magee at [john.magee@education.ohio.gov](mailto:john.magee@education.ohio.gov). If you have questions regarding the onsite review, please call John Magee at (614) 728-1115 or send your questions to the above email address.

Please Note: Comments made in the meeting do not constitute a formal complaint. For information regarding your rights and the formal complaint process, contact the Office for Exceptional Children at 614-752-1404. Information shared, either in writing or during the public meeting, will be considered during the review process, but may not be included in OEC's summary report to the district.

# REQUEST TO SPEAK TO THE OHIO DEPARTMENT OF EDUCATION

On November 5, 2019

## PUBLIC MEETING ON SPECIAL EDUCATION

Members of the general public may speak to the Ohio Department of Education, Office for Exceptional Children (OEC) staff on **November 5, 2019**, at 5:00 PM regarding the special education program at the **Cleveland Heights-University Heights City School District**. Comments regarding the district’s program shall be limited to: special education operations, policies and procedures, performance, delivery of services or other topics related to special education. Comments may pertain to concerns as well as positive aspects of the program.

An individual may speak for a period of time not to exceed five minutes or as determined appropriate by the Department, considering the number of people who wish to speak or other circumstances related to the meeting. The Department requests that, if possible, individuals associated with the same organization or entity consolidate their comments.

Individuals may submit written comments on the provided forms at the meeting or mail them to OEC. All written comments submitted must be received by 5:00 p.m. on **December 5, 2019**. See an OEC staff member for the form and mailing instructions.

Comments made at the public meeting, individual meetings or submission of written comments to the Office for Exception Children does not constitute a formal complaint. Information pertaining to the formal complaint process will be provided at the meeting. Any issues addressed either in writing or during the public meeting may not be included in OEC’s summary report to the district. However, they may be helpful during the monitoring process.

Name: \_\_\_\_\_

Relationship to Special Education (Parent/guardian, community member, staff member, administrator):

\_\_\_\_\_

Topic(s) you wish to address:

\_\_\_\_\_

## Compliance Support Tool

SY 18-19

SY 19-20

» Question 8

Alternate Assessment - only required for those identified as significantly exceeding the 1.00% threshold as identified in the 2018-2019 Special Education Profile. (CCIP Label)

How is implementation of the Corrective Action Plan guiding IEP teams to review the appropriate assignment of students to the Alternate Assessment?

Alternate Assessment – only required for those identified as significantly exceeding the 1% threshold, as identified in the 2018-2019 Special Education Profile. (CCIP Label - after the release of Special Education Profile - November 2019)	Survey level	Who sees the question	Who answers question?
How is implementation of the Corrective Action Plan guiding IEP teams to review the appropriate assignment of students to the Alternate Assessment?	Question Level	All traditional districts and Community Schools	Significantly exceeding the 1% threshold, as identified in the 2018-2019 Special Education Profile
What action steps does the district or community school need to take to improve the implementation of the corrective action plan?	Question Level	All traditional districts and Community Schools	Significantly exceeding the 1% threshold, as identified in the 2018-2019 Special Education Profile

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From:

Subject: SST-8 Sp Ed Regional Network

Date:

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## SST-8 Special Education Forum

Success in special education can feel like a moving target. Stay focused and get the information you need to support high-quality service with our bimonthly series for special education leaders. Hear the latest from ODE, learn effective practices for closing achievement gaps, receive “mini-skills” PD materials and talking points to help keep your building personnel sharp, and network with regional colleagues to learn what’s working.

September 5, November 7, 2019, January 9, March 12, March 23 (backup date), May 14, 2020—8:30-10:30am

**Jenine M. Sansosti, Ph.D., NCSP**

Director, State Support Team –

Region 8 420 Washington Avenue

Cuyahoga Falls, OH 44221

Phone: 330/929-6634, x. 511242 Fax: 330/945-6222



[www.sst8.org](http://www.sst8.org)

IDEA Disclaimer Notice

*This document/product/software was supported in whole or in part by the U.S. Department of Education, Office of Special Education Programs, (Award #H027A150111, CFDA 84.027A, awarded to the Ohio Department of Education). The opinions expressed herein do not necessarily reflect the policy or position of the U.S. Department of Education, Office of Special Education Programs, and no official endorsement by the Department should be inferred.*

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Notice: This message and any response to it may constitute a public record, and therefore may be available upon request in accordance with Ohio public records law (ORC 149.43). This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain private, confidential, and/or privileged information. Any unauthorized review, use, disclosure, or distribution is prohibited. If you are not the intended recipient, employee, or agent responsible for delivering this message, please contact the sender by reply e-mail and destroy all copies of the original e-mail message.

### STARS (OH|ID) Online Registration:

#### REGISTRATION IS REQUIRED:

<https://ohid.ohio.gov/wps/portal/ohid/business/login>

Attention: As of **May 13, 2019**, the **Department of Education** has been integrated with OH|ID. Please create an [OH|ID account](#) to access applications formerly accessed through the SAFE portal. NOTE: Follow each prompt until you have verified your login information. You will be directed to a page with a link to Trainings and Registrations. Clicking on the icon will take you to the STARS registration to search for a training.

Remember to search by the training date only (ie. 09/24/2019 to 09/24/2019)

Click on the down arrow in the Event Owner/Sponsor Box and search for State Support Team Region 9

### **DO NOT PUT ANYTHING IN ANY OTHER SEARCH BOXES**

Click on Search

Click on the line of the workshop listing, then click on button Register to Attend

Follow the remaining prompts and you will receive an email confirmation stating you are registered.

Serving Holmes, Stark and Wayne Counties 6057 Strip Avenue NW, North Canton OH 44720

Phone: 330-492-8136 / 1-800-733-7732 Fax: 330-493-9135 or  
[www.sst9.org](http://www.sst9.org)

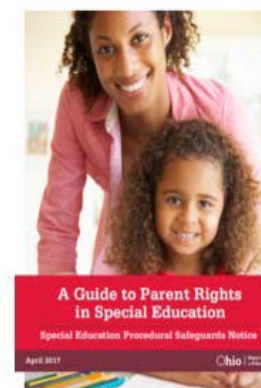
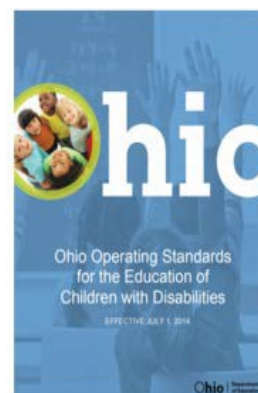


2019-2020

Special Education Leadership Network

and

Special Education Legal Update Series





### Special Education Leadership Network

**Audience:** District staff who serve in special education leadership positions – Pupil Services Directors, Special Education Directors & Coordinators

This series will provide updated information related to federal and state regulations. Sample topics include the Every Student Succeeds Act (ESSA), OSDOE, OSEP, IDA, ODE, Office of Exceptional Children and Special Education Profile Indicators. Opportunities for networking and resource sharing will be provided.

Date	Time	Location
Sept. 30, 2019 Nov. 6, 2019 Jan. 7, 2020 March 10, 2020	8:30 – 11:30 am	R.G. Drage CTC 2805 Richville Dr. SE Massillon, OH 44656
May 5, 2020	8:30 – 11:30 am	Stark County ESC -T113 6057 Strip Avenue NW North Canton, OH 44720

Registration for all sessions are in STARS. It is important that your email address in STARS (OH|ID) is accurate as workshop information is distributed to the contact information from STARS. Contact Sue Adams-Noll at 330- 492-8136, ext. 1472 or [sue.adams-noll@email.sparcc.org](mailto:sue.adams-noll@email.sparcc.org) if you need assistance with your STARS (OH/ID) account.

Registration Information is on the back of this flyer.

### Special Education Legal Update WEBINAR Series

**Audience:** Parents, Superintendents, Building Administrators, Special Education Consultants, Special Education Directors, Special Education Supervisors and School Psychologists

**Presenter:** Attorney Susan Geary, Bricker & Eckler Law Firm

Participants will gain information regarding current legal trends in special education. Attorney Susan Geary will review recent case law and legislation. There is no charge for these trainings.

**The 2019-2020 Legal Update Series will be provided via webinars**

<b>September 24, 2019</b> 1:00 – 3:00 pm	<b>December 11, 2019</b> 1:00 – 3:00 pm
<b>March 9, 2020</b> 1:00 – 3:00 pm	<b>April 29, 2020</b> 1:00 – 3:00 pm

Registration for all sessions are in STARS. Information regarding webinar access and training materials will be provided by email one week prior to each webinar session. It is important that your email address in STARS (OH|ID) is accurate as webinar information and handouts will be distributed to the contact information from STARS. Contact Sue Adams- Noll at 330-492-8136, ext. 1472 or [sue.adams-noll@email.sparcc.org](mailto:sue.adams-noll@email.sparcc.org) if you need assistance with your STARS (OH/ID) account.

Registration Information is on the back of this flyer.

# Ohio Statewide Testing and Students with Disabilities

## Advisory Committee Meeting Agenda

May 22, 2019  
9:00 AM – 3:00 PM  
Quest Business Center

### **2019 Alternate Assessment Debrief PPT (Bethany)**

- Operational (1.0) Student Participation Data
- Preliminary Independent Field Test (2.0) Student Participation Data
- Preliminary Independent Field Test (2.0) Survey Feedback
- Future of AASCD Overview

### **2020 AASCD 2.0**

- Primary Disability Pre-ID Field Requirement (Bethany)
- Test Modes (Andrew et al.)
- Accommodations (Andrew)
- AASCD test blueprints (Andrew)
- LCI (Andrew et al.)
- Early Stopping Rule (Andrew et al.)
- Access limitations (Andrew et al.)
- New manual format (Andrew et al.)
- Administrator Trainings (Matt)

### **1% Cap (Andrew)**

- Working with Tier 3 districts (Rachael)
- Retooling the participation guidelines/companion document (Andrew)
- Waiver request response and Dear colleague letter (Andrew)
- 2019-2020 Justifications (Andrew/Steven)

### **Alt-ELPA (David Brauer)**

### **Literacy and Extended Standards (Shawna) SWD and graduation Guidance (Andrew)**

### **IEP Revised (Steven)**

### **Next Meeting - November 6**

## Ohio Statewide Testing and Students with Disabilities Advisory Committee Meeting Agenda

November 6, 2019  
9:00 AM – 4:00 PM  
Quest Business Center – Polaris Room

### Spring 2020 AASCD 2.0

- Test Design
- AASCD 2.0 Training 2020-2021 and beyond
- Learning Characteristics Inventory (LCI) Survey
- Paper Accommodation Testing
  - Differences Between Paper Accommodations
  - Ordering Paper Accommodations
- 2.0 Manuals Overview
- Test Window Dates/Reporting Timeline
  - Change to Administration Window
  - Item Data Review
  - Standard Setting
  - State Board Approval
  - Release of Scores in ORS
- Score Report Mockups

### 1% Cap

- Decision Making Tool
- Justification webinar
- Data story slides
- Tier 3 and Tier 2 districts (Videos and ?)
- Ohio 1% Waiver Extension

### Alt-ELPA

### Graduation Requirements

### General Testing

### DIAMOND too

## State Advisory Panel for Exceptional Children (SAPEC)

November 29, 2018  
Quest Business and Conference Centers  
8405 Pulsar Place Columbus, OH 43240

### AGENDA

TIME	TOPIC	SPEAKER(S)
9:00 AM	<b>Call to Order</b> <ul style="list-style-type: none"> <li>• Welcome and Introductions</li> </ul>	Tony Cochren, SAPEC Chairperson Kim Monachino, Director, OEC Sandy Kaufman, Education Program Specialist, OEC
9:10 AM	<b>Panel Business</b> <ul style="list-style-type: none"> <li>• Approval of SAPEC Meeting Minutes</li> <li>• Public Comment</li> <li>• Emerging Issues/Unmet Needs</li> </ul>	Tony Cochren, SAPEC Chairperson
9:15 AM	<b>Introduction of AD Hoc Committee Discussion Topics</b> <ul style="list-style-type: none"> <li>• Ohio's Operating Standards for the Education of Children with Disabilities</li> <li>• OEC staff will provide an overview of the rule revision process. Panel members will provide input on Ohio's Administrative Code related to the topic listed below.</li> <li>• Topic I: 3301-51-10 Transportation of children with disabilities</li> </ul>	Kim Monachino, Director, OEC Diane Lease, ODE Chief Legal Counsel Sara Katz, ODE Assistant Legal Counsel Monica Drvota, Assistant Director, OEC Sarah Buoni, Education Program Specialist, OEC
9:45 AM	<b>Ad Hoc Committee Discussions (SAPEC Learning or Information items<sup>1</sup>)</b> <ul style="list-style-type: none"> <li>• Panel members will review documents and provide feedback based on the guiding questions. ODE staff will lead the discussion.</li> </ul>	
<b>11:10 AM</b>	<b>Break</b>	
11:20 AM	<b>Office for Exceptional Children's Report-Director's Update:</b> <ul style="list-style-type: none"> <li>• Doe Settlement Agreement</li> <li>• Alternate Assessment</li> <li>• Early Childhood Update</li> </ul>	Kim Monachino, Director, OEC Diane Lease, ODE Chief Legal Counsel Sara Katz, ODE Assistant Legal Counsel Becky Furbay, Associate Director Virginia Ressa, Education Program Specialist Jody Beall, Assistant Director, ELSR

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TIME	TOPIC	SPEAKER(S)
9:00 AM	<b>Call to Order</b> <ul style="list-style-type: none"> <li>• Welcome and Introductions</li> </ul>	Tony Cochren, SAPEC Chairperson Kim Monachino, Director, OEC Sandy Kaufman, Education Program Specialist, OEC
12:00 PM	<b>SAPEC Learning Topic <sup>2</sup></b> <ul style="list-style-type: none"> <li>• Stable Account for Persons with Disabilities Eric Ochmanek, Deputy Chief of Staff, Office of the State Treasurer of Ohio</li> </ul>	Kim Monachino, Director, OEC
12:45 PM	<b>SAPEC Chairperson’s Report</b> <ul style="list-style-type: none"> <li>• Membership and Elections Committee announcements</li> </ul>	Tony Cochren, SAPEC Chairperson Staci Anderson, Membership and Elections Chairperson
12:55 PM	<b>Agency Reports and Member Announcements</b> <ul style="list-style-type: none"> <li>• Agency representatives will report on program initiatives, resources and collaborative activities that are of interest to SAPEC members.</li> <li>• (Please submit your written summary)</li> </ul>	Tony Cochren, SAPEC Chairperson Sandy Kaufman, Education Program Specialist, OEC
1:00 PM	<b>Closing Comments</b> <ul style="list-style-type: none"> <li>• Motion to Adjourn</li> <li>• Complete and submit meeting evaluation</li> </ul>	Kim Monachino, Director, OEC Tony Cochren, SAPEC Chairperson

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

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

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

## **Ohio Alternate Assessment Train the Trainer Meeting Agenda**

November 7, 2019

9:00 AM – 4:00 PM

Quest Business Center – Scarlett/Gray/Buckeye

**9:00 AM:** Welcome, Introductions and Housekeeping

**Part 1:** Spring 2020 AASCD 2.0 Training PowerPoint Presentation

Introduction to AASCD 2.0

- Participation Guidelines
- Test Design
- Administrator Roles and Requirements
- AASCD Portal and Resources
- Pre-Identifying Students
- Demonstration on Administering the AASCD 2.0 Online Tests

**LUNCH** (on your own)

**Part 2:** Spring 2020 AASCD 2.0 Training PowerPoint Presentation

- Accommodation Policies
- Demonstration on Administering the AASCD 2.0 Supplemental Tests
- Walkthrough of Paper Accommodation Testing
- Data Entry Interface
- Ordering, Receiving and Returning Materials
- Test Security
- Learning Characteristics Inventory (LCI)
- Participation Reports
- Conclusion