



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

January 27, 2022

The Honorable Stephanie K. Siddens
Interim Superintendent of Public Instruction
Ohio Department of Education
25 South Front Street
Columbus, OH 43215-4183

Dear Interim Superintendent Siddens:

I am writing in response to the Ohio Department of Education's (ODE's) request on November 22, 2021, for a one-year extension of the State's waiver of section 1111(b)(2)(D)(i)(I) of the Elementary and Secondary Education Act of 1965 (ESEA) which stipulates that a State may not assess using an alternate assessment aligned with alternate academic achievement standards (AA-AAAS) more than 1.0 percent of the total number of students in the State who are assessed in the subjects of reading/language arts (R/LA), mathematics, and science.

After reviewing ODE's waiver request, I am granting, pursuant to my authority under section 8401(b) of the ESEA, for school year 2021-2022, a one-year extension of the State's waiver of section 1111(b)(2)(D)(i)(I) of the ESEA so that the State may assess with an AA-AAAS more than 1.0 percent of the total number of students in the State who are assessed in R/LA, mathematics, and science.

As part of this waiver, ODE assured that it:

- Will continue to meet all other requirements of section 1111 of the ESEA and implement regulations with respect to all State-determined academic standards and assessments, including reporting student achievement and school performance, disaggregated by subgroups, to parents and the public.
- Had assessed in 2018-2019 at least 95 percent of all students and students with disabilities who are enrolled in grades for which an assessment is required. I note that while the State did not assess at least 95 percent of all students and students with disabilities in 2020-2021 due to disruptions caused by the COVID-19 pandemic, it assessed students with disabilities at about the same rate as all students in 2020-2021. Therefore, consistent with information provided in the guidance to States on October 29, 2021,¹ I am also approving a one-year waiver of the requirement in 34 CFR § 200.6(c)(4)(ii)(B) that a State must have assessed at least 95 percent of students in the prior year.
- Will require that a local educational agency (LEA) submit information justifying the need of the LEA to assess more than 1.0 percent of its assessed students in any such subject with an AA-AAAS.
- Will provide appropriate oversight of an LEA that is required to submit such information to the State.

¹ See: <https://oese.ed.gov/files/2021/10/Memo-to-States-re-One-Percent-Waiver-Requirements-2021-2022.pdf>.

- Will verify that each LEA that is required to submit such information to the State is following all State guidelines in 34 CFR § 200.6(d) – excluding (d)(6) and will address any subgroup disproportionality in the percentage of students taking an AA-AAAS.
- Will implement, consistent with the plan submitted in ODE’s waiver request, system improvements and will monitor future administrations of the AA-AAAS to avoid exceeding the 1.0 percent cap.

I want to remind you of the requirement in 34 CFR § 200.6(c)(3)(iv) that the State must make publicly available the information submitted by an LEA justifying the need of the LEA to assess more than 1.0 percent of its students on the AA-AAAS, provided that such information does not reveal personally identifiable information about an individual student. I also encourage you to make available your State’s plan and timeline and your progress to date in reducing the percentage of students taking the AA-AAAS. I would also like to remind you that this waiver does not alleviate any of the State’s obligations in meeting all of the requirements found in section 612(a)(16) of the Individuals with Disabilities Education Act (IDEA) which address assessment participation, assessment accommodations, alternate assessments, and reporting for children with disabilities.

Given the workplan submitted by ODE, I expect to see positive results of this plan in the 2021-2022 school year and beyond. I note that the rate of AA-AAAS participation has declined in your State; and I want to thank you for your continued efforts in achieving this. Future requests for an extension of this waiver will continue to expect both continued progress implementing your plan and progress in reducing the percentage of students taking the AA-AAAS in all tested subjects.

I appreciate the work you are doing to improve your schools and provide a high-quality education for your students. If you have any questions, please contact my staff at ESEA.Assessment@ed.gov.

Sincerely,

/s/

Ian Rosenblum
Deputy Assistant Secretary for Policy and Programs
Delegated the Authority to Perform the
Functions and Duties of the Assistant Secretary

cc: JoHanna Ward, ODE Director-Office for Exceptional Children

The logo for the Ohio Department of Education features the word "Ohio" in a large, white, sans-serif font. The letter "O" is replaced by a thick, lime-green circle. The background is a blue-tinted photograph of a classroom with students raising their hands and a chalkboard with math problems.

Ohio

One Percent Waiver Extension Request for Reading, Mathematics and Science

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

Submission to U.S. Department of Education

November 22, 2021

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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 1.0 percent participation in the alternate assessment in a subject. Ohio submitted and was granted a waiver for school year 2017-2018. Ohio submitted and was granted a waiver extension request for school year 2020-2021.

Ohio's alternate assessment participation rates were 1.95 percent in reading, 1.99 percent in mathematics and 2.02 percent in science for school year 2017-2018. Due to the pandemic leading to school building closures in March 2020, Ohio was unable to complete statewide alternate assessment testing in spring 2020. Therefore, Ohio used school year 2019-2020 alternate assessment participation data. Participation rates in school year 2020-2021, were 1.37 percent in reading, 1.40 percent in mathematics and 1.45 percent in science (*See Table 1*). Ohio anticipates exceeding the 1.0 percent threshold for the 2021-2022 administration of the alternate assessment in reading, mathematics and science and is requesting an extension to the current waiver.

Table 1 shows the percentage of students who took an alternate assessment by content area in grades 3-8 and high school in school years 2016-2017 through 2020-2021. Using the EdFacts data set, participation for 2020-2021 in reading decreased by .56 percent, mathematics decreased by .55 percent and science alternate assessments decreased by .51 percent.

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

Content Area	2016-2017	2017-2018	2018-2019	2020-2021	Change
Reading	1.93%	1.95%	1.93%	1.37%	-.56%
Mathematics	1.97%	1.99%	1.95%	1.40%	-.55%
Science	1.89%	2.02%	1.96%	1.45%	-.51%

As stipulated in the Every Student Succeeds Act, Ohio's improvement plan includes annually requiring justifications from districts and community schools exceeding the 1.0 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 1.0 percent threshold.

Ohio's participation rate continues to be above the 1.0 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 the National Center for Educational Outcomes Community of Practice and Professional Learning Groups, and includes The Council of Chief State School Officers (CCSSO) Assessment, Standards and Education of Students with Disabilities (ASES) State Collaborative on Assessment, Standards and Students (SCASS) members, representatives from the Ohio Center for Autism and Low Incidence (OCALI) and members from Ohio's [state support teams](#). The Workgroup has consulted with numerous stakeholder groups such as the Ohio State Advisory Panel for Exceptional Children, the Ohio

Association of Pupil Service Administrators and the special education statewide testing advisory committee to gather input and feedback throughout the school year.

Ohio continues to build on the Department's system of regional state support teams to provide technical assistance and monitoring to local districts and community schools. The Department collaborates with state support team directors and 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 11 of this document.

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

Due to the pandemic, the United States Department of Education waived the requirement for states to collect justifications from districts in school year 2020-2021. However, states were still required to collect assurances from districts that staff are appropriately using Department guidelines and resources. The Department collected these assurances from 701 districts. This is a 75% submission rate, and the Office for Exceptional Children followed up with the 275 districts that did not respond by the due date of Jan. 29, 2020. The majority of 275 non-responders submitted a justification while the remainder of districts were referred to the comprehensive monitoring system team.

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.*

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

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

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

Each Child Means Each Child uses data to illustrate what education looks like for Ohio's students with

disabilities. Additionally, it organizes recommendations, tactics and actions to improve these educational experiences into three major focus areas:

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

The plan also contains stories that demonstrate how student outcomes might improve when the recommendations of the plan are implemented.

Ohio's strategic plans recognize that equity of education achievement is a persisting challenge. Access to academically challenging standards is fundamental to achieving equity in education. Decisions by the IEP team to determine taking an alternate assessment can limit students' access to rigorous curriculum and assessment that meet the personalized learning needs of each child. The Department is working with regional state support teams, educational service centers, districts, community schools and other partners to improve the process of identifying students for participation in the alternate assessment to ensure that all students have equitable access to high-quality education and related services leading to post-secondary success. The strategic plans promote 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 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, another priority is to ensure that all students are taking the most appropriate assessments given their unique needs. The Department is working with regional state support teams, districts and community schools to ensure that Individualized Education Program teams are using guidance documents appropriately, consistently applying the criteria for alternate assessment participation and using the available accommodations to provide students with disabilities access to Ohio's State Tests.

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

1. The Department developed three new [Family Resources](#) in spring 2021. These Frequently Asked Questions resources were developed to describe the Alternate Assessment for Students with the Most Significant Cognitive Disabilities. The [first resource](#) addresses the format for the online alternate assessment. The [second resource](#) details eligibility and participation in the alternate assessment. The [third resource](#) provides information on Ohio's Learning Standards-Extended and instruction for students who participate in the alternate assessment. The family resources are provided in a Spanish version as well.
2. The Department added alternate assessment participation rates to both the [Special Education Profiles and Special Education Ratings](#), and profiles are linked directly from school report cards 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 1.0 percent threshold are assigned to Tier 3 of a tiered intervention and support system. Districts and community schools identified for Tier 3 are required, with the assistance of regional state support team consultants, to complete a root cause data analysis and an improvement plan. Regional state support team consultants piloted the National Center on Educational Outcomes' [Disproportionality Calculator](#) with Tier 3 districts. All tier 3 districts identified in 2021-2022 will complete

the Self-Review Summary Report, an Improvement Plan and the [Disproportionality Calculator](#). These activities are monitored at the state level through Ohio's compliance dashboard.

3. The Department continues to work in partnership with stakeholder groups like OCAL's 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 implemented the [Alternate Assessment Decision-Making Tool](#) in fall 2020. The tool is embedded in the state's individualized education program documents and is required to be utilized when statewide testing is considered. The regional state support team consultants will continue to provide district training on the tool prior to the spring 2022 alternate assessment test administration window.
5. The Department will require all Tier 3 districts and schools to complete the National Center on Educational Outcome's [Disproportionality Calculator](#) as a component of mandatory action steps.
6. Alternate Assessment Workgroup members from across the agency, along with selected stakeholders, participate in ongoing national learning and networking opportunities. These opportunities include the National Center on Educational Outcomes' Communities of Practice and Professional Learning Groups, the TIES Center's Professional Learning Groups, membership in CCSSO ASES SCASS and OCAL's [OCALICON](#) international conference. With support from the United States Department of Education Office for Elementary and Secondary Education, the National Center for Educational Outcomes began providing technical assistance to Ohio on their one percent work in February 2020. Ohio meets with the National Center for Educational Outcomes monthly and the technical assistance is ongoing.

The 2021-2022 state waiver extension request was posted for public comment from November 8-15, 2021. Three comments were received that supported submission of the state waiver extension request.

REQUIRED COMPONENTS OF ONE PERCENT WAIVER EXTENSION REQUEST

Component 1

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

Ohio’s assessment window for the Alternate Assessment for Students with the Most Significant Cognitive Disabilities opens Feb. 22, 2022. Ninety days prior to the start of Ohio’s testing window (Nov. 22, 2021), 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;

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

Table 2A: 2020-2021 Participation in the Reading Alternate Assessment (Grades 3-8 and High School)

Subgroup	Number of Students Who Took the Standard Assessment	Number of Students Who Took the Alternate Assessment	All Students Tested	Percent Alternately Assessed
All Students	828,659	11,503	840,162	1.37%
American Indian or Alaskan Native	944	14	958	1.48%
Asian or Pacific Islander	22,163	260	22,423	1.17%
Black, Non-Hispanic	130,111	2,731	132,842	2.10%
Hispanic	55,747	736	56,483	1.32%
Multiracial	47,181	599	47,780	1.27%
White, Non-Hispanic	572,513	7,163	579,676	1.25%
Students with Disabilities	120,344	11,477	131,821	9.54%
Economically Disadvantaged	399,926	7,115	407,041	1.78%
English Learners	25,201	602	25,803	2.39%

Table 2B: 2020-2021 Participation in the Mathematics Alternate Assessment (Grades 3-8 and High School)

Subgroup	Number of Students Who Took the Standard Assessment	Number of Students Who Took the Alternate Assessment	All Students Tested	Percent Alternately Assessed
All Students	810,244	11,468	821,712	1.40%
American Indian or Alaskan Native	923	14	937	1.52%
Asian or Pacific Islander	21,254	260	21,514	1.22%
Black, Non-Hispanic	125,697	2,699	128,396	2.15%
Hispanic	54,512	733	55,245	1.34%

Multiracial	45,973	606	46,579	1.32%
White, Non-Hispanic	561,885	7,156	569,041	1.27%
Students with Disabilities	117,475	11,443	128,918	9.74%
Economically Disadvantaged	389,209	7,066	396,275	1.82%
English Learners	24,659	592	25,251	2.40%

Table 2C: 2020-2021 Participation in the Science Alternate Assessment (Grade 3-8 and High School)

Subgroup	Number of Students Who Took the Standard Assessment	Number of Students Who Took the Alternate Assessment	All Students Tested	Percent Alternately Assessed
All Students	355,201	5,225	360,426	1.45%
American Indian or Alaskan Native	394		403	2.28%
Asian or Pacific Islander	9,224	107	9,331	1.16%
Black, Non-Hispanic	53,107	1,157	54,264	2.18%
Hispanic	22,933	323	23,256	1.41%
Multiracial	19,177	247	19,424	1.29%
White, Non-Hispanic	250,366	3,382	253,748	1.35%
Students with Disabilities	50,477	5,214	55,691	10.33%
Economically Disadvantaged	163,363	3,088	166,451	1.89%
English Learners	9,300	226	9,526	2.43%

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 reading and mathematics assessments annually. Students in grades 5 and 8 must take a science assessment. High school students are required to take end-of-course exams in reading, mathematics and science. Ohio did not meet federal requirements for statewide test participation in 2020-2021 through the administration of Ohio's State Tests. Data in Table 3 indicate that the Department measured achievement of 93.5 percent of all students and 91.3 percent of students with disabilities enrolled in grades and courses for which an assessment is required. The Department measured achievement of less than 95 percent of students in the students with disabilities subgroup enrolled in grades and courses for which an assessment is required. Ohio requests a waiver to the 95 percent participation rate requirement found in 34 CFR 200.6(c)(4)(ii)(B) and provides the 2018-2019 participation data in Table 4.

Table 3: 2020-2021 Participation Rate of All Students and Students with Disabilities (Grades 3-8 and High School)

Subject	Students Tested	Students Required to Test	Assessment Participation Rate for All Students	Students with Disabilities Tested	Students with Disabilities Required to Test	Assessment Participation Rate for Students with Disabilities
Reading	840,162	892,950	94.09%	131,821	143,194	92.06%
Math	821,712	879,672	93.41%	128,918	141,197	91.30%
Science	360,426	388,238	92.84%	55,691	61,883	89.99%

Table 4: 2018-2019 Participation Rate of All Students and Students with Disabilities (Grades 3-8 and High School)

Subject	Students Tested	Students Required to Test	Assessment Participation Rate for All Students	Students with Disabilities Tested	Students with Disabilities Required to Test	Assessment Participation Rate for Students with Disabilities
Reading	911,792	916,706	99.46%	145,029	146,496	99.00%
Math	902,878	908,972	99.33%	143,795	145,599	98.76%
Science	388,947	393,203	98.92%	59,956	61,164	98.02%

Component 3A

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

In school year 2019-2020, 701 districts submitted assurances by Jan. 29, 2020. The majority of 275 non-responders submitted a justification while the remainder of districts were referred to the comprehensive monitoring system team for ongoing follow-up. Districts and community schools that anticipate exceeding 1.0 percent participation are required to detail how they implement the Department guidelines for participation in the Alternate Assessment for Students with the Most Significant Cognitive Disabilities. The deadline for submitting the district justification form with assurances is March 30, 2022. The Department assures that all districts that had exceeded the 1.0 percent threshold in 2020-2021 did submit an assurances form.

Evidence of Progress

The Department received assurances from 100 percent of required districts and community schools (those that exceeded 1.0 percent alternate assessment participation in school year 2019-2020), as well as a significant number of districts that did not anticipate exceeding 1.0 percent but submitted the form as well.

Component 3B

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

The Department continues to address disproportionality in the percentage of students in any subgroup participating in the Alternate Assessment for Students with the Most Significant Cognitive Disabilities (See *Table 2*). Ohio's 2020-2021 EdFacts data shows a decreased number of participants in the economically disadvantaged subgroup. Data continues to 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 continues 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 has made disproportionality a high priority focus for 2021-2022. The Alternate Assessment Workgroup plans a targeted analysis of student participation by 1) socioeconomic 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 December 2021, the Department will continue to include alternate assessment participation in Special Education Profiles and Special Education Ratings. Due to COVID-19, the Department postponed the release of Special Education Profiles for school year 2019-2020 to December 2020. By incorporating alternate assessment participation in the profiles and ratings, the Office for Exceptional Children identifies 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 alerts Tier 3 districts of mandatory action steps. Action steps include completing a self-review summary report, improvement plan and completion of the disproportionality calculator within the Department's electronic compliance dashboard. The self-review for alternate assessment requires analysis of participation rates by disability category. State support teams assist districts and community schools in completing the self-review and developing aligned improvement plans.

For the 2020-2021 school year, the Department's 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 requires analysis of participation data by race and ethnicity.

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 by implementing the Alternate Assessment Participation Decision-Making Tool. A significant improvement was completed in spring 2020 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 this participation criteria document.

Evidence of Progress

The Department's updated tool, the Alternate Assessment Participation Decision-Making Tool, is organized in sections correlated to Ohio's 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 continues to use the new tool with Individualized Education Program teams in targeted districts and community schools, including those identified as Tier 3.

The Department worked with its testing contractor, Cambium Assessment, Inc., to address the concern that many students with disabilities who do not include an intellectual component are assigned to the alternate assessment. In 2020-2021, the Department required assessment enrollment procedures for districts to submit the disability category for each student when alternate assessment is selected as their test type. The Department does 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. Due to pandemic and interrupted testing, the Department was unable to analyze if this new requirement appeared to have any impact on alternate assessment participation. The Department will compare the testing data from school year 2018-2019 with 2020-2021 to see if any correlation can be made between including this additional step and a reduction in participation.

Timeline for Improving Implementation of Guidelines

September 2020 through May 2021: The Workgroup provided training and support to external stakeholder groups, including the following:

- The State Advisory Panel for Exceptional Children (SAPEC)
- The Ohio Association of Pupil Services Administrators (OAPSA)
- Ohio Statewide Testing and Students with Disabilities Advisory Committee
- The Ohio Assistive Technology and Accessible Educational Materials network
- The Low Incidence and Autism Spectrum Disorder network
- The State Support Team Directors
- The State Support Team Alternate Assessment trainers
- The Alternate Assessment Content and Fairness review committee
- The Ohio Test Steering Committee
- The Council of Chief State School Officers (CCSSO) Assessment, Standards and Education of Students with Disabilities (ASES) State Collaborative on Assessment, Standards and Students (SCASS)
- The National Center for Educational Outcomes (NCEO)

Component 4B

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

Tiered Intervention and Monitoring Plan

The Department continues to work with districts and community schools directly and through assistance of the State's 16 regional [state support teams](#) to ensure appropriate participation in the Alternate Assessment for Students with the Most Significant Cognitive Disabilities. The cornerstone of the Department's multifaceted approach is a system of tiered intervention and monitoring designed to improve application of state guidelines for participation in the Alternate Assessment for Students with Significant Cognitive Disabilities. 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 through the self-review summary report and improvement plan process in addition to other training opportunities.

Using submitted justifications, Ohio School Report Card data and Special Education Profiles, the Department annually identifies the districts and community schools with the greatest need of intervention and support. Of the 559 school districts and community schools above 1.0 percent participation in school year 2019-2020, the Department maintained 83 for Tier 3 intervention during 2020-2021. In 2021-2022 districts will be notified of their status for required Tier 3 intervention in December 2021. Each of the 16 regions in the state will have approximately 5 traditional districts and community schools identified. The Department uses a multi-point rubric to identify districts for tiered monitoring and support. The Department considers the following data in the rubric:

- 2020-2021 alternate assessment participation rates.
- Multi-year increase in participation rate.
- A spike of more than 1.0 percent participation in a single year.
- Failure to submit a justification when having exceeded 1.0 percent.
- 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 district'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 2020-2021 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. 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 shared 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 from the Office for Exceptional Children and OCALI. This content focuses on the five areas of the self-review summary report that all Tier 3 districts must complete with their regional state support team before developing an improvement plan. The Office of Assessment, Office for Exceptional Children and OCALI collaborated with state support team alternate assessment trainers to meet weekly between Nov. 15, 2020, and Feb. 5, 2021, to discuss implementation of the Alternate Assessment Participation Decision-Making Tool and test administrator training.

The Teaching Diverse Learners Center at OCALI launched a new webpage on [Literacy Access for All](#). This free, video-based learning series provides educators and other specialists with the strategies, research and support resources to effectively design instruction and assessment in a way that provides universal access across courses, lessons and learning activities.

Organized in 10 chapters, Ensuring Access to the General Curriculum for All Learners was created for educators and by educators and is grounded in research and evidence-based practices. The series explores practical, easy-to-use strategies and resources designed to ensure all learners have access to the general curriculum. The series covers the following areas:

Chapter 1: Ensuring Inclusive Dispositions and Presuming Competence

Chapter 2: Design Rich Tier I Core Instruction and Assessment

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

Chapter 4: Language and Communication Access: ALL In!

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

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

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

Chapter 8: Tier 1 Planning Continued: Integrating Learner Supports within Standards-Based Instruction and Assessment

Chapter 9: Targeted Interventions: Tiers 2 and 3

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

The Department provided technical assistance and resources to Tier 3 districts and community schools as outlined in the 2020-2021 waiver extension request. Evidence of implementation for each action step is listed in Table 5 below. Some of the sample documents referenced are available via web-based links or are available in the appendices (marked with an asterisk).

Table 5: Evidence of Tier 3 Progress 2020-2021

Planned Action Steps	Evidence of Implementation 2020-2021
<p>1. Districts and community schools will, with the assistance of the Department and state support team consultants, construct goals to be included in improvement plans for appropriately identifying students for participation in the alternate assessment. Improvement plans should include measurable outcomes, timelines, frameworks for technical assistance, updated procedures and training opportunities.</p>	<ul style="list-style-type: none"> • Office for Exceptional Children Comprehensive Monitoring Process* • District Self-Review Summary Report* • District Improvement Plan Template*
<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"> • Office for Exceptional Children Comprehensive Monitoring Process*
<p>3. The Department and state support team consultants will assist districts and community schools with analysis of subgroup participation data to identify and address any disproportionalities in assignment of subgroups to the alternate assessment. Districts and community schools with significant disproportionalities will address the root causes as part of their improvement plans.</p>	<ul style="list-style-type: none"> • District Self-Review Summary Report* • District Improvement Plan Template* • State Support Team Alternate Assessment Participation Professional Development Toolkit*
<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"> • Office for Exceptional Children Comprehensive Monitoring Process* • Parent meetings led by Office for Exceptional Children staff • Parent public meeting notice and notification letter
<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"> • Parent meetings led by Office for Exceptional Children staff • Parent public meeting notice and notification letter
<p>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.</p>	<ul style="list-style-type: none"> • Compliance Support Tool

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 2020-2021 waiver. Evidence of implementation for each action step is listed in Table 6 below. Some of the sample documents referenced are available via web-based links or are available in the appendices (marked with an asterisk).

Table 6: Evidence of Tier 2 Progress 2020-2021

Planned Action Steps	Evidence of Implementation 2020-21
<p>1. Department staff, in collaboration with state support team consultants, will lead regional and local professional learning opportunities focusing on analyzing data and reviewing special education records.</p>	<ul style="list-style-type: none"> • State Support Team Alternate Assessment Participation Professional Development Toolkit • Regional meetings with special education administrators • Ohio Statewide Testing and Students with Disabilities Advisory Committee meetings* • Presentations at Ohio Association of Pupil Service Administrators meetings and other professional organizations*
<p>2. Department staff, in collaboration with state support team consultants, will provide training opportunities for special education leaders, as well as district and school administrators to ensure Individualized Education Program teams have the necessary resources and are using them properly.</p>	<ul style="list-style-type: none"> • State Support Team Alternate Assessment Participation Professional Development Toolkit • Regional meetings with special education administrators • Presentations at Ohio Association of Pupil Service Administrators meetings and other professional organizations*
<p>3. The Department will develop training resources to address disproportionality in the assignment of subgroups of students to the alternate assessment.</p>	<ul style="list-style-type: none"> • State Support Team Alternate Assessment Participation Professional Development Toolkit • Office for Exceptional Children Comprehensive Monitoring Process* • Universal Support Training Materials • Alternate Assessment Decision-Making Tool* • Disproportionality Calculator

Evidence of Progress: Tier 1

Tier 1 support is for districts and community schools that are above the 1.0 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 2020-2021 waiver. Evidence of implementation for each action step is listed in Table 7 below. Some of the sample documents referenced are available via web-based links or listed in the appendices (marked with an asterisk).

Table 7: Evidence of Tier 1 Progress 2020-2021

Planned Action Steps	Evidence of Implementation 2020-2021
<p>1. The Department will develop professional development resources on appropriate alternate assessment participation and completion of required justification forms for exceeding 1.0 percent participation.</p>	<ul style="list-style-type: none"> • Decision Framework for Alternate Assessment Participation Guidelines • Alternate Assessment Participation Decision-Making Tool* • Spring 2021 Alternate Assessment Directions for Administration Manual • Online Test Administration Certification
<p>2. The Department will present at multiple statewide conferences and other events for teachers and administrators.</p>	<ul style="list-style-type: none"> • 2021 August Summer Institute for Statewide System of Support* • State Support Team weekly meetings*
<p>3. State support teams will continue to provide training on decision-making processes for Alternate Assessment for Students with the Most Significant Cognitive Disabilities participation.</p>	<ul style="list-style-type: none"> • Alternate assessment participation rates added to Special Education Profiles and Ratings • Ohio Statewide Testing and Students with Disabilities Advisory Committee Meetings* • Family Resource on Alternate Assessment (English and Spanish)* • Family Resource on Participation (English and Spanish)* • Family Resource on Extended Standards and Instruction (English and Spanish)* • Online Test Administration Certification
<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 the Most Significant Cognitive Disabilities.</p>	<ul style="list-style-type: none"> • Alternate assessment participation rates added to Special Education Profiles and Ratings • State Support Team weekly meetings*
<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"> • Decision Framework for Alternate Assessment Participation Guidelines • Ohio Learning Standards-Extended • Spring 2021 Alternate Assessment Test Administration Manual • Alternate Assessment Practice Site Guidance Document • Family Resource on Alternate Assessment (English and Spanish)* • Family Resource on Participation (English and Spanish)* • Family Resource on Extended Standards and Instruction (English and Spanish)*

Planned Action Steps	Evidence of Implementation 2020-2021
<p>6. Technical support from the Department is available to all stakeholders through phone support and a dedicated email address (AAparticipation@education.ohio.gov).</p>	<ul style="list-style-type: none"> • Email support provided by Department staff via AAparticipation@education.ohio.gov • Phone support provided by Department staff at 614-466-13217 or 1-877-644-6338 • ODE Alternate Assessment Web Page • Ohio Alternate Assessment Test Portal

ACTION STEPS FOR 2021-2022

1. Conduct a targeted analysis of student participation in alternate assessment by 1) socioeconomic status, 2) race and ethnicity, and 3) disability category. This analysis will include data at the state level. An analysis of disproportionality data will help the Department clarify statewide trends and support local districts and community schools in improving their use of alternate assessments.
2. Continue the rigor of the self-review summary report for Tier 3 districts and community schools. The Department will continue to engage districts and community schools in a rigorous data analysis, especially concerning disproportionality data utilizing the disproportionality calculator.
3. The Department will continue to develop and disseminate resources and training to districts about the Alternate Assessment Participation Decision-Making Tool. Ohio will continue partnership with the OCALI to produce instructional support material and training resources to address students who transition to the regular assessment.
4. Expand the State Support Team Alternate Assessment Participation Professional Development Toolkit with new and updated content on how to apply the participation criteria, fully engage parents and improve their understanding of the alternate assessment participation decision making process, and other elements covered in the self-review summary report. Regional and local professional development will provide opportunities to dispel some of the misunderstandings observed in district and community school justification forms.
5. Continue and modify, as needed, use of a multitiered system of statewide support to improve the appropriate use of alternate assessment. The Department will continue to apply the action steps by tier as outlined in Tables 5, 6 and 7 above.
6. Continue participation in national networks and learning opportunities for state staff. Working collaboratively with other members of the Council of Chief State School Officers (CCSSO) Assessment, Standards and Education of Students with Disabilities (ASES) State Collaborative on Assessment, Standards and Students (SCASS).
7. The Department will widely disseminate new family resources to parent and engagement specialists in the state support teams to share with families for better understanding of the assessment, eligibility and Ohio's Learning Standards – Extended and instruction for students with a most significant cognitive disability.
8. Continue to receive technical assistance form the National Center for Educational Outcomes (NCEO) as well as participate in the 1% Community of Practice and Peer Learning Groups hosted by NCEO and the TIES Center.

APPENDICES

- A. Alternate Assessment Family Resource on Assessment
- A. Alternate Assessment Family Resource on Participation
- A. Alternate Assessment Family Resource on Extended Standards and Instruction
- B. Alternate Assessment Participation Decision-Making Tool
- C. Alternate Assessment Participation Decision-Making Tool Frequently Asked Questions
- D. Alternate Assessment Technical Assistance with the National Center on Educational Outcomes: 2020-2021 Work Plan
- E. Office for Exceptional Children Comprehensive Monitoring Process: Onsite checklist
- F. District Self-Review Summary Report - Template
- G. District Improvement Plan - Template
- H. Ohio Statewide Testing and Students with Disabilities Advisory Committee: Sample meeting agenda
- I. Presentations at Ohio Association of Pupil Service Administrators meetings and other professional organizations: Sample PowerPoint
- J. State Support Team Alternate Assessment Trainers: Sample agenda
- K. August Summer Institute for Statewide System of Support – Sample conference agenda
- L. August Summer Institute – Concurrent session descriptions

Ohio's Learning Standards–Extended and Instruction for Students Who Participate in the Ohio Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)

Frequently Asked Questions for Families

1. Why should students with the most significant cognitive disabilities participate in academic instruction and assessment?

Under IDEA, all students have the right to have the same opportunity to access academic content and demonstrate their mastery in addition to learning functional life skills such as communication, social skills and practical daily living skills. In addition to learning functional life skills, such as communication, social skills and practical daily living skills, students with the most significant cognitive disabilities must have access to the general curriculum; be involved in the general curriculum; and make progress in the general curriculum. General curriculum means the same grade-level academic content standards curriculum that is afforded other students. Students with the most significant cognitive disability receive this content through instruction based on Ohio's Learning Standards-Extended.

2. What are Ohio's Learning Standards-Extended?

Ohio's Learning Standards-Extended (OLS-E), commonly referred to as the "extended standards," were designed to make Ohio's Learning Standards more accessible to students with the most significant cognitive disabilities. The extended standards ensure students who take Ohio's Alternate Assessment for Students with the most Significant Cognitive Disabilities (AASCD) are provided with multiple ways to learn and demonstrate knowledge aligned to grade-level standards. At the same time, the extended standards are designed to maintain the rigor and high expectations of Ohio's Learning Standards.

3. How are Ohio's Learning Standards-Extended different from Ohio's Learning Standards?

The OLS-E target the same academic content as Ohio's Learning Standards but reduce breadth and complexity of the grade-level standards into alternate achievement markers for state testing purposes. Thus, ensuring equal participation in grade-level assessment with allowable modifications to grade-level outcomes.

Ohio Learning Standards-Extended have three levels of difficulty from "most complex" to "least complex" aligned to each standard from Ohio's Learning Standards. This allows teachers to adjust difficulty based on individual student strengths. Ohio educators deconstructed Ohio's Learning Standards to monitor growth and progress over time that

includes alternate achievement markers of progress.

4. What does instruction look like for students being educated with the extended standards?

Instruction for students who qualify to take the AASCD should include meaningful opportunities for learning grade-level concepts and skills, with the added individualized supports, including explicit, direct, systematic and sequential instruction, accommodations, scaffolds, peer interaction, special services, assistive technologies and, when needed, modifications to the achievement markers as outlined in the Ohio's Learning Standards-Extended.

Based on the complexity of the most significant cognitive impairment, students who qualify to take the AASCD will almost always require extensive, repeated, individualized instruction, methods, materials substantially adapted materials for accessing information in alternative ways and supports to acquire, maintain, demonstrate and transfer skills across multiple settings. These individualized and adapted methods, materials, supports and services should be described in detail within the student's individualized education program, specifically in sections 7 and 12.

More information about Ohio's Learning Standards-Extended, including how they are used in pairing with the grade-level standards to plan for instruction and assessment, can be found at the [Teaching Diverse Learners Center](#) at the Ohio Center for Autism and Low Incidence.

5. I am concerned that my child will not receive functional life skills because of the push for academic content standards. Are functional life skills in the extended standards?

Functional life skills are critical for all students, including those with the most significant cognitive disabilities. As instruction is designed, educators should blend academic content and functional life skills into meaningful lessons for their students. It also should be noted that many of the standards are important to transitioning into adulthood and could be considered functional or life skills. Communicating, reading, writing, numeracy, using tools and technology, finding your location on a map, knowing how the world works, day/night, sequence of events and so on are life skills all students need. Other student-specific functional life skills should be aligned to future outcomes through individualized transition assessment and planning and also should be embedded into daily individualized instruction.

6. How can my child who is nonverbal participate in standards-based instruction and assessment?

All individuals communicate, regardless of their verbal ability. Most people interact using many modes of communication throughout each day. Some students communicate through facial expressions, eye gaze, gestures, signed language, augmented language systems, picture exchange and/or using a variety of other behaviors. Your child may have many modes of communication and the educational team will need to consider accommodating to include these varied modes. Content learning that is guided by the grade level standards provides the educational team with instructional opportunities to develop and practice alternate forms of communication, including no tech, low tech, augmentative and assistive technology.

7. Can Ohio's Learning Standards–Extended be used with students who do not take the AASCD?

The Ohio's Learning Standards–Extended and associated [learning progressions](#) can support educators to differentiate instruction for all students. However, they must be used with caution. Ohio's Learning Standards are written and assessed at a much higher level of expectation than the extended standards. While these extensions and learning progressions can provide entry points into Ohio's Learning Standards for students who need differentiation to grow and build base skills and close gaps in knowledge in the classroom but do not take the alternate assessment, it is important to remember these students are working toward and will be assessed using Ohio's Learning Standards. When using the extended standards with students who do not have the most significant cognitive disabilities, the learning expectation should be the same as their nondisabled peers.



Eligibility and Participation of Students in the
Ohio Alternate Assessment for Students
with Significant Cognitive Disabilities (AASCD)

Frequently Asked Questions for Families

1. Who takes the alternate assessment?

Federal law requires that all students take yearly state assessments. Most students with individualized education programs (IEP) take the regular state assessment. Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) is only appropriate for the very small population of students with the most significant cognitive disabilities who are unable to take a regular assessment, even with allowable accommodations.

Students who qualify for the alternate assessment are most likely to be identified as having a multiple disability, an intellectual disability, a traumatic brain injury, are deaf and blind or identified as being on the autism spectrum. However, even though students identified in these disability categories are most likely to have a significant cognitive disability, less than half of these students will have a most significant cognitive disability that would qualify them for participation in the alternate assessment. Students with other types of disabilities will very rarely have a significant cognitive disability that will make them eligible for the alternate assessment. Students with a specific learning disability or a speech language impairment (only) do not have a cognitive disability and cannot qualify for participation.

2. How does the individualized education program (IEP) team make the decision that my child qualifies for participation in the alternate assessment?

A wide range of data sources should be evaluated when determining alternate assessment eligibility that may include:

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

As a member of the IEP team, you must have access to and understand the participation criteria for the alternate assessment. The state of Ohio provides individualized education program teams with criteria for participation in the AASCD, which can be found on the [Ohio Alternate Assessment Portal](#) on the General Resources page.

It is important to understand that identifying a significant cognitive disability is not solely determined by an IQ test score, nor based on a specific disability category, but rather on a wholistic understanding of the complex needs of a student. Participation in the alternate assessment reflects the pervasive nature of a most significant cognitive disability that impacts both intellectual ability and adaptive functioning (daily living skills). These students will have intellectual functioning and adaptive skills well below average and other characteristics must also be considered beyond just standardized test scores.

3. When does the individualized education program team make the decision that my child qualifies for participation in the alternate assessment?

Students begin taking academic assessments beginning in third grade, so the earliest the IEP team will determine alternate assessment participation is when they develop the IEP that will be in effect during the student's third-grade year. Decisions concerning a student's participation in statewide tests are made at least annually by each student's IEP team.

Typically, a student who will participate in the alternate assessment has had significant disabling issues since birth and except for extreme cases, such as a traumatic brain injury, older students who have been taking general assessments during their school careers could suddenly qualify for an alternate assessment when they did not qualify previously.

4. Should my child take the alternate assessment?

Deciding whether your child should take the alternate assessment can be a challenging decision. There is often the fear that a child may be stressed out if taking the regular assessment or that expectations will be lowered if your child takes the alternate assessment. Fortunately, there are many resources available to help you and the IEP team make the decision that is right for your child.

To guide and support individualized education program teams in determining whether a student is most appropriately assessed with an alternate assessment, the Ohio Department of Education, in consultation with parents, teachers, administrators and other stakeholders, has developed a new [Alternate Assessment Participation Decision-Making Tool](#).

The online Ohio's State Tests have universal tools available to all students, including repeating instructions, taking notes on a digital notepad, making text bigger or smaller, highlight and shade text, and cross out answers on multiple choice questions. The tests also have built-in accommodations, including read aloud or text-to-speech, calculator, masking which lets students cover or hide text, color and contrast control. Additionally, the tests allow certain student specific accommodations for students with disabilities such as assistive technology and augmentative communication. Student practice test resources are available online and on paper at this [link](#).

The online Alternate Assessment has practice tests to give students the opportunity to navigate the online testing system, use the available tools and features and familiarize themselves with the testing experience. Student practice tests resources are available at this [link](#).

5. How will taking the alternate assessment affect my child/child's future?

Planning for life after graduation begins the moment a student enters school. Early learning curriculum and assessments impacts what your child will learn and be able to demonstrate in high school and beyond. While [Ohio law](#) requires IEP transition planning begin formally in Ohio at age 14, or younger if determined appropriate, every grade-level experience can strengthen the foundation for future success. Students, teachers, administrators, parents and families and agency providers can work together to identify and deliver the services and supports that will help students with disabilities meet the rigorous requirements to earn an Ohio diploma and move toward meaningful post-graduation goals.

In Ohio, all students who graduate from high school receive a regular diploma. Ohio does not have an alternate diploma, certificate of attendance or some other “lesser” diploma option for students who do not meet regular [graduation requirements](#). However, parents must understand that while a student who takes the alternate assessment receives the same diploma as other students, the diploma does not reflect the same level of post high school readiness. This is because students who have taken an alternate assessment have learned academic content that is greatly reduced in breadth, depth and rigor and they are not prepared for the same post-graduation goals as students who earn their diploma by meeting regular requirements. When students take the alternate assessment, the expectations about what they can learn and be able to do are significantly reduced compared to their typical peers.

When students with disabilities receive their diplomas without earning them by meeting regular requirements, they are less likely to be able to successfully and independently participate in post-high school learning experiences, military service, earning and sustaining a living wage or engaging in a meaningful, self-sustaining vocation. After high school, students who take an alternate assessment will likely need ongoing support for daily living their entire lives.

6. Where can I learn more about participation in the Ohio Alternate Assessment?

Families can visit the [Ohio Alternate Assessment Portal](#) to find more information, including other frequently asked questions documents and practice tests for the alternate assessment. Families also are encouraged to speak with their students’ teachers to learn more.



Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)

Frequently Asked Questions for Families

1. What is the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)?

Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) is the federally required statewide assessment for students with the most significant cognitive disabilities who are unable to participate in the state's general assessment even with allowable accommodations.

The Every Student Succeeds Act (ESSA, 2015) limits the total number of students with the most significant cognitive disabilities who are assessed statewide with an alternate assessment to 1% of the total number of students in the state who are assessed (or approximately 9% of all students with disabilities). The alternate assessment is aligned to [Ohio's Learning Standards–Extended \(OLS-E\)](#) and designed to allow students with the most significant cognitive disabilities to demonstrate their knowledge and skills in an appropriately rigorous assessment.

2. Why must students with the most significant cognitive disabilities take state tests?

The reauthorized federal Individuals with Disabilities Education Improvement Act (IDEA, 2004) extends educational accountability and reform to ALL students, including those with the most significant cognitive disabilities. This legislation, along with the federal Every Student Succeeds Act and Ohio law, mandates that all students with disabilities be included in state and district test programs and that they take either the general tests (with or without accommodations) or alternate tests. These laws provide clear expectations that states will align assessments of student achievement with the state's academic content standards.

3. When and how will the alternate assessment be administered?

The alternate assessment testing window opens in February and ends in late March. This window was chosen to provide as much instructional time as possible prior to testing and still provide ample time to test all eligible students at each student's pace. A test administrator, usually the student's teacher, will administer the tests to your child in a one-on-one environment.

4. How is the alternate assessment designed for students with the most significant cognitive disabilities?

The alternate assessment is designed to be accessible to students with significant and disabilities. The test contains questions that range from simple to complex. The test is computer adaptive, meaning the difficulty of the next question a student receives on their test is based on whether they answer the previous question correctly. Students may answer using their preferred method of communication (oral, point/gesture, sign

language, picture system, or augmentative communication device) and test materials can be adapted to the specific needs and accommodations that have been documented in the individualized education program (IEP). There is no time restriction on the test and students may stop and resume the test at any point during the multiple week test window.

5. In which grades and content areas will my child be tested?

Students will take the alternate assessment in the same grades and content areas that are administered for Ohio’s State Tests in grades 3-8. High school students take the alternate assessment for the first time in grades 9-11. Which high school test the student takes and which grade depends on when the school has determined the student has been taught the content and is ready to take the test.

Student Grade Level	Content Areas to Be Administered to Each Student
3	English language arts and mathematics
4	English language arts and mathematics
5	English language arts, mathematics and science
6	English language arts and mathematics
7	English language arts and mathematics
8	English language arts, mathematics and science
High School	English language arts, mathematics, science and social studies

6. When will I receive my child’s test results?

The family score report for the alternate assessment will be sent to your child’s district in the summer. Check with your child’s school to determine when you will receive your child’s report.

The score reports for the alternate assessment will show your child’s performance on each content area of the test. It will also explain what students at your child’s proficiency level know and can do in each content area.

7. What does my child’s performance level tell me?

The performance levels indicate how often and accurately your child demonstrates the knowledge and skills being tested.

For more information on the alternate assessment family score reports, visit the [Ohio Alternate Assessment Portal](#) and download the Score Reports Interpretive Guide, which walks users through the features of the reports.

8. Can I receive my Family Score Report in a second language?

Yes, for more information, please contact the Office of Assessment at Statetests@education.ohio.gov or 1-877-644-6338.

9. Where can I learn more about Ohio's Alternate Assessment?

Families can visit the Ohio Alternate Assessment Portal Students and Families page (oh.portal.airast.org) to find more information, including frequently asked questions documents and practice tests. Families are also encouraged to speak with their child's teacher(s) to learn more.

Ohio's Alternate Assessment Participation Decision-Making Tool

Background

To guide and support individualized education program (IEP) teams in determining whether a student is most appropriately assessed with an alternate assessment, the Ohio Department of Education, in consultation with parents, teachers, administrators and other stakeholders, has developed this Alternate Assessment Participation Decision-Making Tool.

In 2015, the Every Student Succeeds Act (ESSA) was signed into law and replaced and updated the No Child Left Behind Act (NCLB).¹ The purpose of ESSA "...is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps."² As part of the assessment provisions of the ESSA, the law requires the vast majority of students take a state's general assessment at various grade levels, as this helps to measure educational progress.³ To help maintain a critical focus on educational equity and excellence for all students, only students with the most significant cognitive disabilities can take an alternate assessment aligned with alternate academic achievement standards.¹ ESSA limits the number of students who may take such assessments to 1% of all tested students in a given subject.¹

While many states have been able to meet the 1% limit, Ohio has far exceeded the 1% cap and consistently has one of the highest rates of students taking the alternate assessment in the country.⁴ Eventually, if Ohio cannot lower the rate of students taking the alternate assessment, the U.S. Department of Education could withhold Title I Part A State administrative funds.⁵

Instructions

Any year a student could participate in the state's general assessment and prior to a student participating in Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD), the IEP team must complete this tool.

This tool is divided into four parts, A through D. IEP teams must work through the document, starting with Part A. At the end of each part, the team should review if the student meets the criteria. If, after reviewing the information, a student does not meet the eligibility criteria in all parts, the student may not participate in Ohio's alternate assessment. All members of the IEP team must sign the decision-making tool. Please attach this completed form to the student's IEP.

Throughout the tool, IEP teams must review multiple sources of information, including the student's IEP, [Evaluation Team Report](#) (ETR) and other data, such as results from formative assessments, evidence-based interventions, assistive technology assessment and the student's cumulative folder documenting supports and services.

¹ U.S. Department of Education: Every Student Succeeds Act: <https://www.ed.gov/essa?src=rn>

² Every Student Succeeds Act, 20 U.S.C. § 1001 (2015). <https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf>

³ Every Student Succeeds Act: Assessments under Title 1, Part A & Title 1, Part B: Summary of Final Regulations (2017): <https://www2.ed.gov/policy/elsec/leg/essa/essaassessmentfactsheet1207.pdf>

⁴ NCEO Data Analytics: AA-AAS Participation Rate from 2007-08 to 2016-2017 (#12) (2020): https://tableau.ahc.umn.edu/t/ICl/views/AA-AAStrend0708-1617/Story1?iframeSizedToWindow=true&embed=y&showAppBanner=false&:display_count=no&showVizHome=no

⁵ Rooney, P. & Ryder, R. (2019, March 28). *Information regarding consequences for states not meeting the requirement to assess not more than 1.0 percent of students on the alternate assessment* [Memorandum]. United States Department of Education, Office of Elementary and Secondary Education. <https://www2.ed.gov/admins/lead/account/saa/state1capconsequences19final.pdf>

Ohio's Alternate Assessment Participation Decision-Making Tool

Student: _____ Grade: _____ Date: _____

Part A – Determining Initial Eligibility

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

1. Does the student have a current individualized education program (IEP)?		
<input type="checkbox"/> No, the student does not have an IEP.  <p>Stop here. The student is not eligible for alternate assessment.</p>	<input type="checkbox"/> Yes, the student has a current IEP.  <p>Proceed to the next statement.</p>	
2. Review the student's Individuals with Disabilities Education Act (IDEA) category .		
<p>Student meets state eligibility criteria under the following disability category designations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Specific Learning Disability <input type="checkbox"/> Speech or Language Impairment (only)  <p>Stop here. The student is not eligible for participation in the alternate assessment.</p>	<p>Student meets state eligibility criteria under the following disability category designations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Deafness/Hearing Impairment <input type="checkbox"/> Emotional Disturbance <input type="checkbox"/> Orthopedic Impairment <input type="checkbox"/> Other Health Impairment <input type="checkbox"/> Visual Impairment <p>A student identified with these disability categories very rarely will be a student with a most significant cognitive disability and therefore rarely, if ever, qualify for the alternate assessment.</p>  <p>Proceed to Part B.</p>	<p>Student meets state eligibility criteria under the following disability category designations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Autism <input type="checkbox"/> Deaf-Blindness <input type="checkbox"/> Intellectual Disability <input type="checkbox"/> Multiple Disabilities <input type="checkbox"/> Traumatic Brain Injury <p>A student with any of these disabilities may have a cognitive disability. However, fewer than half the students in these categories may have a most significant cognitive disability that would qualify them for the alternate assessment.</p>  <p>Proceed to Part B.</p>

Part B – Determining if the Student has a Most Significant Cognitive Disability

Directions: Select the column in each of three [adaptive skills](#) domains (Conceptual, Social and Practical) that best describes the student’s daily functioning. After reviewing all available data, if the team still is struggling to decide between two columns, **presume competence** and select the column to the left (for example, if the team is trying to decide between Column 2 or Column 3, select Column 2).

Conceptual Domain			
The Conceptual Domain covers skills that are needed to communicate, apply academic skills, and manage and accomplish tasks.			
Column 1	Column 2	Column 3	Column 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The student is on grade level academically in all content areas, and</p> <p>The student has age-appropriate receptive and expressive communication skills, including conversation skills (verbally or through a communication device), and</p> <p>The student expresses and makes independent choices, exhibits self-control and takes responsibility for choices at an age-appropriate level.</p>	<p>The student has difficulty learning academic content aligned to Ohio’s Learning Standards but is making progress with appropriate supports and interventions as specified in the IEP, and</p> <p>After learning new content, the student may need additional practice with direct instruction to generalize the new skills into daily living activities, and</p> <p>The student has some age-appropriate receptive and expressive communication skills (verbally or through a communication device), uses and understands simple, nonverbal communication and can follow simple, age-appropriate directions and routines with prompting, and</p> <p>The student may have been referred for an initial evaluation during elementary school due to academic difficulties.</p>	<p>The student has difficulty learning grade-level academic content across all subject areas and may require multiple tiers of intervention, accommodations or modifications, and</p> <p>The student may need instruction aligned to Ohio’s Learning Standards – Extended to build base skills to get back to grade level, and</p> <p>The student may struggle to generalize skills outside the classroom, even with assistance and practice, and</p> <p>The student has difficulty communicating wants, needs, thoughts and ideas but receptively understands messages, and</p> <p>The student struggles to follow directions and routines without significant assistance, and</p> <p>The student may have been referred for an evaluation in preschool or kindergarten based on developmental differences.</p>	<p>The student has significant difficulty with learning academic content and may require instruction that is designed by clustering grade-level standards into life-applied units of study with intensive accommodations for access, and</p> <p>The student requires significantly modified curriculum and instruction using Ohio’s Learning Standards – Extended and likely is unable to apply or generalize skills outside the classroom setting, and</p> <p>The student may be unable to clearly express wants and needs and may not seem to understand the messages conveyed by others. The student likely requires maximum adult assistance to communicate, and</p> <p>The student requires layers of supports (accommodations, scaffolding and assistive technologies) to follow directions and daily routine activities, and</p>

			The student was most likely identified with developmental delays as an infant or toddler and received early intervention services through the Help Me Grow/Birth-to-3 programs.
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Social Domain

The Social Domain covers behaviors needed to engage in interpersonal interactions, act with social responsibility and use leisure time. This includes social competence, self-esteem, gullibility, naïveté (wariness), social problem-solving, following rules/obeying laws and avoiding being victimized.

Column 1	Column 2	Column 3	Column 4
☐	☐	☐	☐
<p>The student displays age-appropriate social, communication and leisure skills, and</p> <p>The student can initiate and maintain friendships, express and recognize emotions with peers who are the same age, and</p> <p>The student engages in play and recreational activities without additional support.</p>	<p>The student may have difficulty with social interactions (for example, may misinterpret peers' social cues or others may consider the student's actions as immature), and</p> <p>The student's communication, language and conversation skills are more concrete or immature than peers who are the same age, and</p> <p>The student may have challenges in regulating emotion and behavior in an age-appropriate manner, and these challenges may be noticed by peers and adults.</p>	<p>The student has social, behavior and communication skills markedly different from peers who are the same age, and</p> <p>The student is able to be understood but uses a mode for communication that is much less complex than peers who are the same age, and</p> <p>The student may use behaviors to communicate, and</p> <p>The student may not perceive or interpret social cues accurately, and</p> <p>The student often needs significant support to engage in social situations and/or use communication skills, and</p> <p>The student may be easily persuaded to do things that go against the rules or safe boundaries when coaxed to do so.</p>	<p>The student often uses behaviors to communicate, and</p> <p>The student's communication skills are <i>very limited</i> in terms of vocabulary and grammar, and</p> <p>The student may be in the process of developing a mode of communication, may be described as nonverbal or uses very limited non-symbolic communication, and</p> <p>The student requires significant adult assistance to communicate with peers or adults and may require layers of support (simple speech, visuals, gestures, etc.) to communicate, and</p> <p>The student <i>may not yet</i> show understanding of symbolic communication with speech or gesture.</p>

Practical Domain

The Practical Domain covers behaviors needed to address personal and health needs; take care of home, classroom or work settings; and function in a school or community.

Column 1	Column 2	Column 3	Column 4
☐	☐	☐	☐
<p>The student is able to follow safety rules and functions in the community and classroom setting similarly to peers who are the same age, and</p> <p>The student independently performs self-care activities such as eating, dressing and taking care of personal hygiene.</p>	<p>The student often functions age-appropriately in personal care daily living activities and using community resources, and</p> <p>The student displays recreational skills typically on the same level as peers, although some additional support may be needed, and</p> <p>The student may need support in navigating the school and community and may need reminders about being mindful of safety hazards.</p>	<p>The student may need support to care for personal needs (for example, eating, dressing, toileting needs), may have needed an extended period of explicit teaching in these areas and may require prompting or cues, and</p> <p>The student often requires additional support and learning opportunities for recreational skills, and</p> <p>The student requires intensive support to safely navigate the school and community.</p>	<p>The student requires significant support and direct instruction across all activities of daily living (meals, dressing, bathing, toileting needs) or may be dependent on others for all aspects of physical care, health and safety, and</p> <p>The student requires intensive teaching and ongoing support for recreational and navigation skills, not because of physical ability but because of significant cognitive needs. The student requires supervision at all times.</p>

Determining Most Significant Cognitive Disability: Students with a most significant cognitive disability will have significant deficits in ALL adaptive skills domains.

- ☐ The student's daily functioning skills **do not** align within column 4 of ALL three adaptive skills domains above.



Stop here. The student is not eligible for participation in the alternate assessment.

- ☐ The student's daily functioning skills align only within column 4 of ALL three adaptive skills domains above. The student has a most significant cognitive disability.



Proceed to Part C.

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

Directions: Select the column that best describes the student’s curriculum, instruction, supports, accommodations, modifications and assistive technology needs. After reviewing all available data, if the team still is struggling to decide between two columns, **presume competence** and select the column to the left (for example, if the team is trying to decide between Column 2 or Column 3, select Column 2).

Curriculum, Instruction and Assessment: This section describes the student’s daily learning needs as outlined in the IEP.			
Column 1	Column 2	Column 3	Column 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The student’s present levels of performance on the IEP indicates that skills are closely aligned with grade-level standards, concepts and skills with present-level data showing skill gaps represented within Ohio’s Learning Standards.</p>	<p>The student’s IEP includes annual goals and objectives aligned to Ohio’s Learning Standards and may include short-term learning objectives aligned to Ohio’s Learning Standards – Extended in prescriptive area(s) of data-determined need, and</p> <p>Instruction and assessment are aligned to grade-level targets that build in complexity from Ohio’s Learning Standards – Extended toward achievement of learning aligned to Ohio’s Learning Standards, and</p> <p>The student’s IEP requires Specially Designed Instruction that is standards-based and includes explicit instruction in all content areas on grade-level standards.</p>	<p>The student’s IEP includes goals and objectives that target modified grade-level standards within Ohio’s Learning Standards – Extended in the a-c range of complexities, and Instruction and assessments are aligned to modified grade-level targets within Ohio’s Learning Standards – Extended in the a-c range of complexities, and</p> <p>The student’s IEP requires Specially Designed Instruction that is standards-based and includes life-applied grade-level learning. The student requires both accommodations and modifications.</p>	<p>The student’s IEP includes present level of performance statements that align learner data with grade-level standards through Ohio’s Learning Standards – Extended, building the base skills and engagement skills, and</p> <p>Instruction and assessments are based on student data, likely showing skill gaps within the engagement zone as described in Ohio’s Learning Standards – Extended with Learning Progressions, and</p> <p>The student’s IEP requires Specially Designed Instruction that is standards-based and also includes life-applied grade-level learning; The student requires extensive accommodations and modifications.</p>

Accommodations/Modifications: This section describes the accommodations and modifications needed for the student to participate meaningfully in daily instructional and assessment activities.

Column 1	Column 2	Column 3	Column 4
☐	☐	☐	☐
<p>The student’s IEP outlines a list of accessibility features that are presented in Ohio's Accessibility Manual under Universal Tools and Designated Supports that are <i>provided during instruction and assessment</i> to support access.</p>	<p>The student’s IEP outlines a list of accessibility features that are presented in Ohio's Accessibility Manual under Universal Tools, Designated Supports and Accommodations that are <i>provided during instruction and assessment</i> to support access.</p>	<p>The student’s IEP outlines a list of accessibility features that are presented in Ohio's Accessibility Manual under Universal Tools, Designated Supports and Accommodations that are <i>provided during instruction and assessment</i> to support access, and</p> <p>The student requires additional individualized accommodations, modifications and scaffolds not allowed on Ohio's State Tests. These also are <i>provided during instruction and assessment</i> to support access.</p>	<p>The student’s IEP outlines individualized supports, accommodations and modifications and materials beyond those that are presented in Ohio's Accessibility Manual to meet the cognitive and physical task demands of instruction and assessment. These additional supports address the communication, motor and/or sensory needs of the learner and provide the learner opportunities to show what he or she knows and can do.</p>

Assistive Technology: This section describes the use of assistive technologies needed for the student to actively engage and participate meaningfully and productively in daily activities in **school, home, community and work** environments.

Note: The assistive technology box on the IEP should be a quick reference before taking a deeper look into the supports, services and testing accommodations section of the IEP. There are more than 10 domains of assistive technology IEP teams should consider.

Column 1	Column 2	Column 3	Column 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The student's IEP team has determined the student does not need any assistive technology.</p> <p>or</p> <p>The student had an assistive technology evaluation completed and it was determined that no assistive technology is required as indicated in the check box on the IEP.</p>	<p>The student requires assistive technology supports and services. The IEP team is in the process of learning about assistive technology and determining specific supports for the student.</p> <p>or</p> <p>The student's IEP includes assistive technology in the Special Instructional Factors, Measurable Annual Goals, Specially Designed Services, and/or Statewide and District Testing as presented in the Assistive Technology Consideration in the IEP document and Ohio's Accessibility Manual.</p>	<p>The student's IEP outlines required assistive technology supports and services,</p> <p>and</p> <p>An assistive technology assessment was used or is in the process of being used to feature match individualized, assistive technology to support academic instruction, communication, daily living, seating/positioning, mobility, sensory and/or motor needs, etc.,</p> <p>and/or</p> <p>The student currently is learning to use or is independently using assistive technology as a scaffold to access learning in his or her environment.</p>	<p>The student's IEP describes complex physical, sensory or medical needs that require multiple assistive technology supports and services across most of the assistive technology domains. It may be challenging to determine access for the use of assistive technologies,</p> <p>and</p> <p>The student currently requires person-dependent supports or scaffolds that may be replaced with assistive technology once feature matching can be determined.</p>

Determining whether the student requires extensive, direct individualized instruction and substantial supports: The characteristics of students who qualify for the alternate assessment will only fall into columns 3 or 4.

- The student's characteristics in the columns above in Part C include some characteristics from columns 1 and 2.



Stop here. The student is not eligible for participation in the alternate assessment.

- The student's characteristics in the columns above in Part C are in Columns 3 or 4 only. The student requires extensive, direct individualized instruction with learning targets aligned to Ohio's Learning Standards – Extended and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.



Proceed to Part D.

Part D – Additional Considerations

The decision to participate in the alternate assessment is made after reviewing the entire decision-making tool and the collection of evidence used in parts A, B and C. The decision to participate in the alternate assessment is NOT made based solely on any of the following considerations.

- Disability category, educational environment or instructional setting.
- Student’s instructional reading level is below grade level.
- Expected poor performance on the general education assessment.
- Administration decision or anticipated impact of student scores on the accountability system.
- Anticipated disruptive behavior or emotional duress if taking general assessments.
- Poor attendance or extended absences.
- The fact the student is an [English learner](#) or other social, cultural or economic differences.
- Need for accommodations (such as assistive technology or [augmentative and alternative communication](#)) to participate in the general assessment.

Based on the review of evidence in parts A, B and C and ensuring the decision is not based solely on any of the considerations above, does the student meet all criteria for participation in the alternate assessment?

___ Yes. The student meets all criteria in parts A, B and C and will participate in the alternate assessment.

___ No, the student does not meet all criteria in parts A, B and C and is not eligible for participation in the alternate assessment.

School District Representative (Name/Date) _____

Intervention Specialist (Name/Date) _____

General Education Teacher (Name/Date) _____

Parent/Guardian (Name/Date) _____

GLOSSARY

Accommodation: Changes made to *how* a student accesses learning content, communication, environments, materials or assessments. Testing accommodations are adjustments to the testing conditions, test format or test administration that provide equitable access during assessments for students with disabilities and students who are English learners. Testing accommodations cannot change what is being measured.

Adaptive skills: Practical, everyday skills needed to function and meet the demands of one's environment, including the skills necessary to effectively and independently take care of oneself and interact with other people (American Association on Intellectual and Developmental Disabilities, 2017).

Assistive technology: An assistive technology device is any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted or the replacement of that device (Individuals with Disabilities Education Act, 2004). Visit the [Assistive Technology & Accessible Educational Materials Center](#) for more information about assistive technology.

Assistive Technology Domains: There are thousands of assistive technology supports that might assist a student to access, participate and become more independent in a variety of school activities and tasks, including both low- and high-tech options. These supports are organized into more than 10 domains.

Assistive Technology Consideration in the IEP: Beginning with the reauthorization of IDEA in 1997, the IEP team is required to "consider" the assistive technology needs of every student receiving special education services. The Assistive Technology Considerations in the IEP document helps teams navigate this process.

Augmentative and alternative communication (AAC): Includes all forms of communication (other than speech) that are used to express thought, needs, wants and ideas (American Speech-Language-Hearing Association, 2017).

Building the Base Skills: Skills referenced within the Building the Base column of Ohio's Learning Standards – Extended with Learning Progressions documents. Base skills are foundational skills that contribute to the ability to demonstrate the target skills/concepts within a grade-level standard.

Designated supports: Within Ohio's statewide testing accessibility system, designated supports are features provided during testing that are not universally provided to all students but that do not require an IEP or 504 plan to be provided if these supports meet individual student needs.

Engagement zone: The engagement skills referenced within the Building the Base column of Ohio's Learning Standards – Extended with Learning Progressions documents. Engagement skills are present in all standards across all four subjects.

English Learner (EL): English learners are students whose primary or home language is other than English who need language assistance to effectively participate in school instructional programs.

Evaluation Team Report (ETR): The Evaluation Team Report is the summary of testing for the initial evaluation and/or reevaluation. The Evaluation Team Report drives the services in a student's IEP.

Feature match: Matching a learner's strengths and needs with features of tools, instructional methods or materials.

Modes for communication: Can include, but are not limited to, sign language, bilingualism, cued speech, verbal therapy, braille, assistive technology devices and written language.

Modification: Changes *what* a student is taught or expected to learn. Modifications to grade-level learning change the expectation to learn the full breadth and/or depth of content. Modifications during testing are changes in the standards being measured on the test or in the conditions in which a student takes the test that result in changes in what the assessment is designed to measure by reducing or changing the expectations for the student. Modifications are not permitted during state testing. The alternate assessment is a different assessment, both in content and expectation, it is not a modified assessment.

Ohio's Accessibility Manual: A comprehensive policy document providing information about the accessibility features of Ohio's State Tests for grades 3-8 and high school in English language arts, mathematics, science and social studies. The manual helps define the specific accessibility features available for all students, students with disabilities, students who are English learners and students who are English learners with disabilities. Ohio's Accessibility System features are made up of accommodations for students with disabilities and English learners, as well as other features including administrative considerations, universal tools and designated supports.

Ohio's Learning Standards: Learning standards explain the knowledge and skills Ohio students in prekindergarten through grade 12 need to have. Ohio's Learning Standards emphasize skills like critical thinking and problem-solving — qualities most sought by today's employers. Teaching students to apply these skills to what they are learning in school helps ensure sure they are on track to graduate from high school and enjoy success in college, careers and life.

Ohio's Learning Standards – Extended: Ohio's Learning Standards – Extended also are commonly known as “the extended standards.” These standards help ensure students with significant cognitive disabilities have multiple ways to learn and demonstrate knowledge. At the same time, the extended standards maintain the rigor and high expectations of Ohio's Learning Standards.

Ohio's Learning Standards – Extended with Learning Progressions: Learning standards provide targets for units of study, lessons and daily plans that drive instruction and assessment. A learning progression is a sequence of skills linked to a learning target that build base skills and engagement as learners make progress toward mastery of the standard or learning target.

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

Specially Designed Instruction (SDI): Specially Designed Instruction is “...adapting, as appropriate to the needs of an eligible child under this part, the content, methodology or delivery of instruction (i) to address the unique needs of the child that result from the child's disability; and (ii) ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children” (34 CFR Sec. 300.39(b)(3)).

Universal tools: Features or preferences that are either built into the assessment system or provided externally by test administrators. Universal tools are available for all students taking Ohio's State Tests. Since these features are available for all students, they are not classified as accommodations.

IDEA Category Definitions as defined by the Ohio Operating Standards for the Education of Children with Disabilities. Please note in definitions of disability categories below that most categories typically do **NOT** include intellectual impairment and therefore will rarely align with the participation criteria for the alternate assessment.

- **“Autism”** means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational

performance. Other characteristics often associated with “autism” are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines and unusual responses to sensory experiences. (a) Autism does not apply if a child’s educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (B)(10)(d)(v) of this rule. (b) A child who manifests the characteristics of autism after age 3 could be identified as having autism if the criteria in paragraph (B)(10)(d)(i) of this rule are satisfied.

- **“Intellectual disability”** means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child’s educational performance.
 - (a) “Significantly subaverage general intellectual functioning” refers to an intelligence quotient of 70 or below as determined through a measure of cognitive functioning administered by a school psychologist or a qualified psychologist using a test designed for individual administration. Based on a standard error of measurement and clinical judgment, a child may be determined to have significant subaverage general intellectual functioning with an intelligence quotient not to exceed 75.
 - (b) “Deficits in adaptive behavior” means deficits in two or more applicable skill areas occurring within the context of the child’s environments and typical of the child’s chronological age peers.
 - (c) A child who was identified by an Ohio educational agency as having a developmental handicap prior to July 1, 2002, shall be considered a child with a disability if the child continues to meet the definition of “developmentally handicapped” in paragraph “N” of former rule 3301-51-01 of the Administrative Code and the eligibility requirements of paragraph “F.1” of former rule 3301-51-04 of the Administrative Code that are both contained in the “Rules for the Education of Handicapped Children,” which were effective July 1, 1982, and were rescinded July 1, 2002. A child who meets these provisions shall be eligible to receive special education and related services in accordance with the “Operating Standards for Ohio’s Schools Serving Children with Disabilities” effective July 1, 2008.
- **“Deaf-blindness”** means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.
- **“Deafness”** means a hearing impairment that is so severe the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child’s educational performance.
- **“Emotional disturbance”** means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance: (a) An inability to learn that cannot be explained by intellectual, sensory, or health factors. (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. (c) Inappropriate types of behavior or feelings under normal circumstances. (d) A general pervasive mood of unhappiness or depression. (e) A tendency to develop physical symptoms or fears associated with personal or school problems. (f) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined they have an emotional disturbance under paragraph (B)(10)(d)(v) of this rule.
- **“Hearing impairment”** means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but is not included under the definition of deafness in this rule.

- **“Multiple disabilities”** means concomitant impairments (such as intellectual disability blindness or intellectual disability orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. “Multiple disabilities” does not include deaf-blindness.
- **“Other health impairment”** means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that: (a) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia and Tourette syndrome; and (b) adversely affects a child’s educational performance.
- **“Orthopedic impairment”** means a severe orthopedic impairment that adversely affects a child’s educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (for example, poliomyelitis, bone tuberculosis) and impairments from other causes (for example, cerebral palsy, amputations and fractures or burns that cause contractures).
- **Specific learning disability.** (a) General. “Specific learning disability” means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. (b) Disorders not included. Specific learning disability does not include learning problems that are primarily the result of visual, hearing or motor disabilities, intellectual disability, emotional disturbance, or environmental, cultural or economic disadvantage.
- **“Speech or language impairment”** means a communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment, that adversely affects a child’s educational performance.
- **“Traumatic brain injury”** means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment or both that adversely affects a child’s educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.
- **“Visual impairment,”** including blindness, means an impairment in vision that, even with correction, adversely affects a child’s educational performance.
 - (a) The term “visual impairment” includes both partial sight and blindness.
 - (b) The term “visual impairment” does not include a disorder in one or more of the basic psychological processes, such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia.

Ohio's Alternate Assessment Participation Decision-Making Tool Frequently Asked Questions

Background

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

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

Part A – Initial Eligibility

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part B – Determining Most Significant Cognitive Disability

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

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

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

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

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

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

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

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

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

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

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

10. What does presume competence mean?

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

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

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

11. What does building the base skills zone mean?

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

12. What does engagement skills zone mean?

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

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

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

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

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

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

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

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

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

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

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

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

Part D – Additional Considerations

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

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

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

General Questions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

National Center on Educational Outcomes (NCEO)
Summary of 1.0% Intensive TA in 2020-21
to the
Ohio Department of Education

Ohio

The Ohio team included an assistant director of diverse learners, education and alternate assessment specialist, exceptional children education specialist, education program specialist for assessment, a director of autism and low incidence disabilities at the Ohio Center on Autism and Low Incidence disabilities (OCALI), and a regional special education lead consultant.

NCEO held an in-person meeting with Ohio on February 19, 2020. One-hour NCEO and Ohio videoconferences in 2020 occurred on March 6, April 24, May 22, June 29, July 27, August 3, September 28, October 19, November 23, and December 21. Videoconferences with Ohio in 2021 occurred on January 11, February 22, and March 22.

NCEO exchanged emails with Ohio related to 1.0% activities two to four times per month.

NCEO and TIES Center co-lead with Ohio leadership a half-day Statewide Special Education Inclusive Leadership Institute for the Ohio Department of Education on October 6, 2020.

NCEO and TIES Center presented five sessions for the Ohio Statewide Special Education Conference October 7-9, 2020. Topics included alternate assessment history and facts, IEP team decision-making, MTSS for all students including students with the most significant cognitive disabilities, states and districts working together to meet the 1.0% cap, and strategies for successful delivery of hybrid education for students with the most significant cognitive disabilities.

Ohio Progress and Improvements

The Ohio State Department's progress included improved assessment policies, improved assessment practices, improved training, improved use of data, and improved monitoring and oversight. Some of these improvements are identified below.

Improved Assessment Policies

- Developed new guidelines for alternate assessment decision making
- Districts must complete Self Report Summary working with regional consultants

- Used a broad range of stakeholders to provide input on the alternate assessment guidance materials the state developed

Improved Assessment Practices

- Created *Ohio's Decision-Making Tool for Alternate Assessment Participation* and accompanying *FAQ*
- Began development of Ohio 1% Toolkit for regional TA/PD leads to use with districts
- Began development of a three-part set of parent guidance resources

Improved Training

- Training emphasized improved alternate assessment decision making
- Statewide training and Leadership Institute included sessions about the alternate assessment, making appropriate assessment participation decisions, and how high quality instruction may be included in a MTSS model to enhance student outcomes for students with the most significant cognitive disabilities

Improved Data Use

- Ohio Data Office provided multiple data analyses and visualizations relative to the state's alternate assessment data
- Looked more deeply at their data and completed visualizations in a Data Story PowerPoint presentation in order to identify challenging areas
- Developed a disproportionality tool that districts will use to examine areas of disproportionality and address the issues with 2020-21 being a pilot year for districts to use the tool

Improved Monitoring

- Sixteen regional areas began using District Self Report Summaries to identify needs
- Began development of a 1% Toolkit for Regional Consultants to use with districts to help with oversight and training needs

NCEO TA Provision to Ohio

NCEO carried out specific activities and produced resources as part of the 1.0% TA provision to Ohio. Some of these are highlighted below.

Provided guidance

- Reviewed Ohio's most recent waiver extension request, district self-review summary document, disproportionality tool, and data visualization presentation

- Reviewed Ohio's new *Decision-Making Tool for Alternate Assessment Participation* and the accompanying *FAQ*.
- Reviewed Ohio's disproportionality tool based on the model developed by NCEO and the Center for Assessment

Conducted research and developed resources

- Calculated (1) percent of ID, MD, and AU taking alternate assessment from volunteered, anonymous 1% CoP state data and (2) the educational settings of students taking the AA-AAAS (for states to compare and emphasize what the average expectation might be for these areas in training)
- Prepared and delivered five presentations (topics included alternate assessment, alternate assessment decision-making, and MTSS for all students) for the Ohio Department of Education statewide Special Education Conference
- Prepared and co-led with the Ohio leadership a half-day interactive Special Education Inclusive Leadership Institute (topic was *Successfully Instructing and Assessing Students who Take the Alternate Assessment (and Those Who Used to Take the Alternate)*) for Ohio special education leaders

Served as mediator

- Worked with OESE to encourage the Ohio data office to share data with the alternate assessment team. The Ohio data office subsequently developed and delivered data analyses to the team. The data office and alternate assessment team continue to collaborate.

Onsite Checklist

District: _____ IRN: _____

SPP Indicators to Verify Onsite: _____

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

Contacts & Phone Numbers	Address	Notes
Superintendent:		
Special Education:		
Early Childhood:		
Fiscal:		
SST Consultant:		
Sponsor (if community school):		
Management organization (if community school):		

Documents/Equipment Needed

Public Meeting	
Lead will provide copy of the completed meeting notice to Donna for posting on website	<input type="checkbox"/> Public Meeting Notice <input type="checkbox"/> Obtain location from LEA <input type="checkbox"/> Complete public meeting notice <input type="checkbox"/> Send notice to LEA to send to parents and post on LEA website <input type="checkbox"/> Send a copy of the notice to Donna for posting on OEC's website <input type="checkbox"/> Send LEA Verification of Notification of Public Meeting Form <input type="checkbox"/> Remind LEA to retain a copy of the notice in student file and to complete the notification of public meeting form <input type="checkbox"/> Determine any needed accommodations such as an interpreter, room accessibility, etc. and inform LEA at least one week prior to meeting
Lead Consultant	<input type="checkbox"/> Sign-In Sheet <input type="checkbox"/> Request to Address OEC Form <input type="checkbox"/> Written Comments Form <input type="checkbox"/> PowerPoint Presentation
Request District to Provide	<input type="checkbox"/> LCD Projector <input type="checkbox"/> Microphone (if necessary) <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
All Consultants	<input type="checkbox"/> Parent Meeting Notes (electronic or written) <input type="checkbox"/> Submit all notes to the Lead <input type="checkbox"/> Submit Sign-in Sheets to the Lead

Record Review Activities	
Lead Consultant	<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"> <input type="checkbox"/> Document Upload Instructions <input type="checkbox"/> Document Request Checklist <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)
All Consultants	<input type="checkbox"/> Enter all record reviews into Access database <input type="checkbox"/> Submit hardcopies of the Record Review Data Collection forms to Lead
Interviews	
Lead Consultant	<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 – School Age <input type="checkbox"/> Agenda <input type="checkbox"/> Sign-in sheets to all consultants
All Consultants	<input type="checkbox"/> Interview Notes (electronic or written) <input type="checkbox"/> Submit Interview Notes to Lead <input type="checkbox"/> Submit Sign-in Sheets to Lead
IEP Verification	
Lead Consultant	<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
All Consultants	<input type="checkbox"/> Debrief with team for inter-rater <input type="checkbox"/> Combine IEP Verification Checklists/Notes and submit to Lead
Preschool	
Record Review	<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

	<ul style="list-style-type: none"> <input type="checkbox"/> Send LEA instructions for uploading records to <ul style="list-style-type: none"> <input type="checkbox"/> Document Upload Instructions <input type="checkbox"/> Document Request Checklist <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)
Interviews	<ul style="list-style-type: none"> <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"/> Interview Notes (electronic or written) <input type="checkbox"/> Submit Interview Notes to Lead <input type="checkbox"/> Submit Sign-in Sheets to Lead
IEP Verification	<ul style="list-style-type: none"> <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

Indicator 3b: Participation in Alternate Assessment for Students with Significant Cognitive Disabilities - Self-Review Summary Report

District:

Internal Retrieval Number (IRN):

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

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

Name	Title	Date
Submitted by:	Phone:	Email:

Districts with verified Data Reporting Errors: Complete SECTION A only

Districts with Indicator Noncompliance: Complete SECTION B only

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

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

Section A: Guiding Questions for Approved Data Appeals Only State Support Team Participation is NOT Required		Area of Concern? (yes or no)	Priority (1 = highest priority)
1. The General Issues report allows districts to identify and correct data reporting errors before they become findings on the Special Education Profile (<i>answer supporting questions below</i>):		----	--
Summary of Analysis: A. Who is responsible for accessing the General Issues report for your district? B. How often is the General Issues report accessed?	Potential Influence (Root Cause): Identified area of concern <i>How can current practices be revised to prevent future data errors? If no current practice is in place, explore ideas for a new process to prevent future data errors.</i>		
2. District's practices regarding data reporting (<i>answer supporting questions below</i>):		----	--
Summary of Analysis: A. Who is responsible for identifying and correcting data reporting errors, to include Education Management Information System (EMIS) noncompliance codes? B. What is the practice for correcting data reporting errors, to include EMIS noncompliance codes? C. Who is responsible for ensuring corrections to data reporting errors are complete and accurate (cannot be same person)?	Potential Influence (Root Cause): Identified area of concern <i>How can current practices be revised to prevent future data errors? If no current practice is in place, explore ideas for a new process to prevent future data errors.</i>		
3. District training and technical assistance regarding data reporting (<i>answer supporting questions below</i>):		----	--
Summary of Analysis:	Potential Influence (Root Cause): Identified area of concern <i>How can current practices be revised to prevent future data errors? If no current practice is in place, explore ideas for a new process to prevent future data errors.</i>		

Section A: Guiding Questions for Approved Data Appeals Only State Support Team Participation is NOT Required		Area of Concern? (yes or no)	Priority (1 = highest priority)
<p>A. What types of technical assistance and training has your district received regarding data reporting and/or EMIS?</p> <p>B. How often do district personnel participate in training for EMIS?</p> <p>C. Who provides these trainings?</p> <p>D. To whom are these trainings provided?</p>			

SECTION B: Analysis of higher than acceptable participation rate in the state’s alternate assessment.

Section B: Guiding Questions for Analysis of Alternate Assessment Participation State Support Team Participation IS Required		Area of Concern? (yes or no)	Priority (1 = highest priority)
4. Policies, Practices and Procedures (<i>answer supporting questions below</i>):		----	--
<p>Summary of Analysis:</p> <p>A. Do IEP teams utilize the alternate assessment decision making framework and companion document?</p> <p>B. If not, how do IEP teams decide which students are eligible for participating in the alternate assessment?</p> <p>C. How do IEP teams confirm that students identified for the alternate assessment have a disability that significantly impacts intellectual functioning?</p> <p>D. How do IEP teams confirm that students who are placed on the alternate assessment have adaptive behavior skills assessments and/or goals included in their IEPs?</p>	<p>Potential Influence (Root Cause): Identified area of concern: <i>Can current district policies, practices and procedures be strengthened or revised for effectiveness? Are practices consistently implemented across buildings? If policies are not consistent or if no policy exists, explore ideas to mitigate future instances of incorrect alternate assessment participation.</i></p>		
5. Training for District Staff Regarding Alternate Assessment Eligibility (<i>answer supporting questions below</i>):		----	--

Section B: Guiding Questions for Analysis of Alternate Assessment Participation State Support Team Participation IS Required		Area of Concern? (yes or no)	Priority (1 = highest priority)
Summary of Analysis: A. How often are staff trained on alternate assessment participation criteria? B. Who receives this training? C. Who provides the training? D. What professional learning opportunities are available to address meeting the needs of diverse learners? E. What coaching or supports are provided as follow-up to district professional learning?	Potential Influence (Root Cause): Identified area of concern <i>How might district training and professional learning be more effective? Explore ideas to ensure all decision making is based on documented evidence and data that meets the criterion in the decision-making framework and companion document.</i>	----	--
6. Family Involvement (<i>answer supporting questions below</i>):		----	--
Summary of Analysis: A. How does the district ensure that parents are part of the IEP team decision for alternate assessment eligibility? B. What is district practice for discussing alternate assessment with parents in relation to post-secondary outcomes for students at all grade levels? C. How does the district document this conversation with the parent?	Potential Influence (Root Cause): Identified area of concern <i>Can current district policies, practices and procedures be strengthened? Are policies consistent across buildings? If policies are not consistent or if revision is warranted, explore ideas that might ensure teams are effectively communicating with families about eligibility for alternate assessment participation and implications for post-secondary outcomes.</i>	----	--
7. Student Data Exploration (<i>answer supporting questions below</i>):		----	--
Summary of Analysis:	Potential Influence (Root Cause): Identified area of concern <i>Can current district policies, practices and procedures be strengthened or revised for effectiveness? Are policies consistent across buildings? If policies are not consistent or if revision is warranted, explore ideas that might ensure</i>	----	--

Section B: Guiding Questions for Analysis of Alternate Assessment Participation State Support Team Participation IS Required		Area of Concern? (yes or no)	Priority (1 = highest priority)
<p>A. Are there high numbers of students consistently performing above proficient in all content areas on the alternate assessment? Are there patterns across schools or grade levels? What would account for these patterns?</p> <p>B. Students identified with the disability categories listed below will very rarely meet the criteria to qualify for participation in alternate assessment. For each disability category, identify the number of students who are alternately assessed in the district:</p> <ul style="list-style-type: none"> Deafness/Hearing Impairment Visual Impairment Orthopedic Impairment Emotional Disturbance Other Health Impaired – Minor Other Health Impaired – Major <p>C. Of the disability categories above, which two categories have the largest number of students participating in the Alternate Assessment?</p> <p>D. Explore each category’s data separately for possible commonalities, patterns or trends (building, grade level, teacher, school psychologist, receiving services outside the district, other):</p> <p>E. Now, compare the data of both categories and identify commonalities, patterns or trends:</p>	<p><i>teams are using common understanding about eligibility for alternate assessment participation.</i></p>		

Section B: Guiding Questions for Analysis of Alternate Assessment Participation State Support Team Participation IS Required		Area of Concern? (yes or no)	Priority (1 = highest priority)
F. What other factors within the district may be causing a higher number of students being alternately assessed (enrollment changes, expansion of services, other)?			
8. Our district examines disproportionality in the percentage of students in any subgroup participating in the alternate assessment. <i>(answer supporting questions below):</i>			
Summary of Analysis: A. Are participation rates different for certain subgroups (e.g. black, Hispanic, Asian, white, English learners, economically disadvantaged) as compared to other subgroups? B. Viewing alternate assessment participation by subgroup over time (i.e., three years) are there trends evident that show participation of a subgroup increasing or decreasing? C. Are general education teachers and intervention specialists encouraged to use culturally responsive curricula and evidence-based practices for English learners in their classrooms?	Potential Influence (Root Cause): Identified area of concern <i>Can current district policies, practices and procedures be strengthened or revised for effectiveness? Are policies consistent across buildings? If policies are not consistent or if revision is warranted, explore ideas for a new process to improve the disproportionality rate in alternate assessment participation.</i>		

Office for Exceptional Children

Strategic Improvement Plan (SIP)

District

IRN

SST Region

Area of Improvement or Correction

Summary - Baseline Data and Potential Influence (Root Cause)

Goal

Activity

Resources Needed

Individual Responsible for Ensuring Implementation

Individual Responsible for Supervision of Implementation

How Activity will be Implemented (Effort)

Timeline for Completion of Activity

Evidence of Activity Completed

Evidence of Improvement (Impact)

Plan for Continued Improvement

Activity Completed

Add New Area

Remove Area of Concern

Save

Print Form

E-mail to OEC

Office for Exceptional Children Strategic Improvement Plan (SIP)

District

IRN

SST Region

Address

City

State

Zip Code

Superintendent

Special Education Contact

E-mail Address

E-Mail Address

Phone

Phone

Superintendent Signature

Date

SST Consultant Signature

Date

To be completed by OEC:

Date OEC Received

OEC's Review

Reviewer's Notes/Comments

ODE Reviewer Signature

Date Approved

Check here once all CAP activities are completed and sign the following verification page.

Add New Area

Remove Area of Concern



Department
of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction



Ohio Statewide Testing and Students with Disabilities Advisory Committee Meeting Agenda

November 4, 2020
9:00 AM – 4:00 PM
Virtual Meeting

- 1. AASCD Advisory PowerPoint**
 - i. Spring 2020 Debrief and Survey Summary
 - ii. Spring 2021 Certification Course
 - iii. Future of AASCD and 2020/2021 Score Reporting
- 2. Graduation for Students with Disabilities**
- 3. Alternate Assessment Data Story**
- 4. Decision-Making Tool and Frequently Asked Questions**
- 5. 1% Waiver (Submitted November 4)**
- 6. District Assurances**
- 7. Augmentative Communication**

Assessment Updates



Katelynn Crow Wendy Stoica
December 4, 2020

Topics

Alternate
Assessment
Decision-
Making Tool

Test
Administrator
Certification
Course

Other
Resources

Decision Making Tool

- Replaces Companion Document
- Required
- Does NOT change criteria
- Defines Criteria

Part A – Determining Initial Eligibility

- Does the student have a current IEP?
- Review the student's IDEA category

Determining Initial Eligibility

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

<p>Does the student have a current individualized education program (IEP)?</p>	
<p><input type="checkbox"/> No, the student does not have an IEP.</p> <p style="text-align: center;"> STOP</p> <p>Here. The student is not eligible for alternate assessment.</p>	<p><input type="checkbox"/> Yes, the student has a current IEP.</p> <p style="text-align: center;"> GO</p> <p>Proceed to the next statement.</p>

<p>Review the student's Individuals with Disabilities Education Act (IDEA) category.</p>		
<p>Does the student meet state eligibility criteria under the following disability category designations: Specific Learning Disability Speech or Language Impairment (only)</p> <p style="text-align: center;"> STOP</p> <p>Here. The student is not eligible for participation in the alternate assessment.</p>	<p>Student meets state eligibility criteria under the following disability category designations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Deafness/Hearing Impairment <input type="checkbox"/> Emotional Disturbance <input type="checkbox"/> Orthopedic Impairment <input type="checkbox"/> Other Health Impairment <input type="checkbox"/> Visual Impairment <p>A student identified with these disability categories very rarely will be a student with a most significant cognitive disability and therefore rarely, if ever, qualify for the alternate assessment.</p> <p style="text-align: center;"> Proceed to Part B.</p>	<p>Student meets state eligibility criteria under the following disability category designations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Autism <input type="checkbox"/> Deaf-Blindness <input type="checkbox"/> Intellectual Disability <input type="checkbox"/> Multiple Disabilities <input type="checkbox"/> Traumatic Brain Injury <p>A student with any of these disabilities may have a most significant cognitive disability. However, for the students in these categories, the presence of any of these disabilities may qualify them for the alternate assessment.</p> <p style="text-align: center;"> GO</p> <p>Proceed to Part B.</p>

Part B – Determining Most Significant Cognitive Disability

Significant deficits in all three adaptive behavior domains

The diagram features a large blue arrow pointing from left to right. The arrow's tail is inside a dark red rounded rectangle. To the right of the arrow's tip are three stacked blue rounded rectangles, each containing one of the adaptive behavior domains: Conceptual, Social, and Practical.

Conceptual

Social

Practical

Conceptual Domain

The Conceptual Domain covers skills that are needed to communicate, apply academic skills, and manage and accomplish tasks.

Column 1	Column 2	Column 3	Column 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The student is on grade level academically in all content areas, and</p> <p>The student has age-appropriate receptive and expressive communication skills, including conversation skills (verbally or through a communication device), and</p> <p>The student expresses and makes independent choices, exhibits self-control and takes responsibility for choices at an age-appropriate level.</p>	<p>The student has difficulty learning academic content aligned to Ohio's Learning Standards but is making progress with appropriate supports and interventions as specified in the IEP, and</p> <p>After learning new content, the student may need additional practice with direct instruction to generalize the new skills into daily living activities, and</p> <p>The student has some age-appropriate receptive and expressive communication skills (verbally or through a communication device),</p>	<p>The student has difficulty learning grade-level academic content across all subject areas and may require multiple tiers of intervention, accommodations or modifications, and</p> <p>The student may need instruction aligned to Ohio's Learning Standards – Extended to build base skills to get back to grade level, and</p> <p>The student may struggle to generalize skills outside the classroom, even with assistance and practice, and</p> <p>The student has difficulty</p>	<p>The student has significant difficulty with learning academic content and may require instruction that is designed by clustering grade-level standards into life-applied units of study with intensive accommodations for access, and</p> <p>The student requires significantly modified curriculum and instruction using Ohio's Learning Standards – Extended and likely is unable to apply or generalize skills outside the classroom setting, and</p> <p>The student may be</p>

Social Domain

The Social Domain covers behaviors needed to engage in interpersonal interactions, act with social responsibility and use leisure time. This includes social competence, self-esteem, gullibility, naiveté (wariness), social problem-solving, following rules/obeying laws and avoiding being victimized.

Column 1	Column 2	Column 3	Column 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The student displays age-appropriate social, communication and leisure skills, and</p> <p>The student can initiate and maintain friendships, express and recognize emotions with peers who are the same age, and</p> <p>The student engages in play and recreational activities without additional support.</p>	<p>The student may have difficulty with social interactions (for example, may misinterpret peers' social cues or others may consider the student's actions as immature), and</p> <p>The student's communication, language and conversation skills are more concrete or immature than peers who are the same age, and</p> <p>The student may have challenges in regulating emotion and behavior in an age-appropriate manner, and these challenges may be</p>	<p>The student has social, behavior and communication skills markedly different from peers who are the same age, and</p> <p>The student is able to be understood but uses a mode for communication that is much less complex than peers who are the same age, and</p> <p>The student may use behaviors to communicate, and</p> <p>The student may not perceive or interpret social cues accurately, and</p> <p>The student often needs</p>	<p>The student often uses behaviors to communicate, and</p> <p>The student's communication skills are <i>very limited</i> in terms of vocabulary and grammar, and</p> <p>The student may be in the process of developing a mode of communication, may be described as nonverbal or uses very limited non-symbolic communication, and</p> <p>The student requires significant adult assistance to communicate with peers</p>

Practical Domain

The Practical Domain covers behaviors needed to address personal and health needs; take care of home, classroom or work settings; and function in a school or community.

Column 1	Column 2	Column 3	Column 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The student is able to follow safety rules and functions in the community and classroom setting similarly to peers who are the same age, and</p> <p>The student independently performs self-care activities such as eating, dressing and taking care of personal hygiene.</p>	<p>The student often functions age-appropriately in personal care daily living activities and using community resources, and</p> <p>The student displays recreational skills typically on the same level as peers, although some additional support may be needed, and</p> <p>The student may need support in navigating the school and community and may need reminders about being mindful of safety hazards.</p>	<p>The student may need support to care for personal needs (for example, eating, dressing, toileting needs), may have needed an extended period of explicit teaching in these areas and may require prompting or cues, and</p> <p>The student often requires additional support and learning opportunities for recreational skills, and</p> <p>The student requires intensive support to safely navigate the school</p>	<p>The student requires significant support and direct instruction across all activities of daily living (meals, dressing, bathing, toileting needs) or may be dependent on others for all aspects of physical care, health and safety, and</p> <p>The student requires intensive teaching and ongoing support for recreational and navigation skills, not because of physical ability but because of significant cognitive needs. The student</p>

Part C – Determining extensive direct individualized instruction and substantial supports

Curriculum, Instruction and Assessment

Accommodations/Modifications

Assistive Technology

Curriculum, Instruction and Assessment: This section describes the student's daily learning needs as outlined in the IEP.

Column 1	Column 2	Column 3	Column 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student's present levels of performance on the IEP indicates that skills are closely aligned with grade-level standards, concepts and skills with present-level data showing skill gaps represented within Ohio's Learning Standards.	The student's IEP includes annual goals and objectives aligned to Ohio's Learning Standards and may include short-term learning objectives aligned to Ohio's Learning Standards – Extended in prescriptive area(s) of data-determined need, and	The student's IEP includes goals and objectives that target modified grade-level standards within Ohio's Learning Standards – Extended in the a-c range of complexities, and Instruction and assessments are aligned to modified grade-level targets within Ohio's Learning Standards – Extended in the a-c range	The student's IEP includes present level of performance statements that align learner data with grade-level standards through Ohio's Learning Standards – Extended, building the base skills and engagement skills , and Instruction and assessments are based

Accommodations/Modifications: This section describes the accommodations and modifications needed for the student to participate meaningfully in daily instructional and assessment activities.

Column 1	Column 2	Column 3	Column 4
☐	☐	☐	☐
<p>The student's IEP outlines a list of accessibility features that are presented in Ohio's Accessibility Manual under Universal Tools and Designated Supports that are <i>provided during instruction and assessment</i> to support access.</p>	<p>The student's IEP outlines a list of accessibility features that are presented in Ohio's Accessibility Manual under Universal Tools, Designated Supports and Accommodations that are <i>provided during instruction and assessment</i> to support access.</p>	<p>The student's IEP outlines a list of accessibility features that are presented in Ohio's Accessibility Manual under Universal Tools, Designated Supports and Accommodations that are <i>provided during instruction and assessment</i> to support access, and</p> <p>The student requires additional individualized</p>	<p>The student's IEP outlines individualized supports, accommodations and modifications and materials beyond those that are presented in Ohio's Accessibility Manual to meet the cognitive and physical task demands of instruction and assessment. These additional supports address the</p>

Assistive Technology: This section describes the use of assistive technologies needed for the student to actively engage and participate meaningfully and productively in daily activities in **school, home, community and work** environments.

Note: The assistive technology box on the IEP should be a quick reference before taking a deeper look into the supports, services and testing accommodations section of the IEP. There are more than 10 domains of assistive technology IEP teams should consider.

Column 1	Column 2	Column 3	Column 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The student's IEP team has determined the student does not need any assistive technology.</p> <p>or</p> <p>The student had an assistive technology evaluation completed and it was determined that no assistive technology is</p>	<p>The student requires assistive technology supports and services. The IEP team is in the process of learning about assistive technology and determining specific supports for the student.</p> <p>or</p> <p>The student's IEP</p>	<p>The student's IEP outlines required assistive technology supports and services,</p> <p>and</p> <p>An assistive technology assessment was used or is in the process of being used to feature match individualized, assistive</p>	<p>The student's IEP describes complex physical, sensory or medical needs that require multiple assistive technology supports and services across most of the assistive technology domains. It may be challenging to determine</p>

Part D – Additional Considerations

Decision made after reviewing
the entire decision-making tool

Collection of evidence in
parts A, B and C

Decision to participate
NOT based solely on...

Part D – Additional Considerations

The decision to participate in the alternate assessment is made after reviewing the entire decision-making tool and the collection of evidence used in parts A, B and C. The decision to participate in the alternate assessment is NOT made based solely on any of the following considerations.

- Disability category, educational environment or instructional setting.
- Student's instructional reading level is below grade level.
- Expected poor performance on the general education assessment.
- Administration decision or anticipated impact of student scores on the accountability system.
- Anticipated disruptive behavior or emotional duress if taking general assessments.
- Poor attendance or extended absences.
- The fact the student is an [English learner](#) or other social, cultural or economic differences.
- Need for accommodations (such as assistive technology or [augmentative and alternative communication](#)) to participate in the general assessment.

Based on the review of evidence in parts A, B and C and ensuring the decision is not based solely on any of the considerations above, does the student meet all criteria for participation in the alternate assessment?

___ Yes. The student meets all criteria in parts A, B and C and will participate in the alternate assessment.

___ No, the student does not meet all criteria in parts A, B and C and is not eligible for participation in the alternate assessment.

GLOSSARY

Accommodation: Changes made to *how* a student accesses learning content, communication, environments, materials or assessments. Testing accommodations are adjustments to the testing conditions, test format or test administration that provide equitable access during assessments for students with disabilities and students who are English learners. Testing accommodations cannot change what is being measured.

Adaptive skills: Practical, everyday skills needed to function and meet the demands of one's environment, including the skills necessary to effectively and independently take care of oneself and interact with other people (American Association on Intellectual and Developmental Disabilities, 2017).

Assistive technology: An assistive technology device is any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted or the replacement of that device (Individuals with Disabilities Education Act, 2004). Visit the [Assistive Technology & Accessible Educational Materials Center](#) for more information about assistive technology.

Assistive Technology Domains: There are thousands of assistive technology supports that might assist a student to access, participate and become more independent in a variety of school activities and tasks, including both low- and high-tech options. These supports are organized into more than 10 domains.

Assistive Technology Consideration in the IEP: Beginning with the reauthorization of IDEA in 1997, the IEP team is required to "consider" the assistive technology needs of every student receiving special education services. The Assistive Technology Considerations in the IEP document helps teams navigate this process.

Augmentative and alternative communication (AAC): Includes all forms of communication (other than speech) that are used to express thought, needs, wants and ideas (American Speech-Language-Hearing Association, 2017).

Decision Making Tool FAQ

- ▶ Organized by part (A, B, C, D)
- ▶ 27 questions
- ▶ 8 pages

Justifications

2019: 559/633

2020: ?/678

No justifications 2020-2021

Yes assurances 2020-2021

Test Administrator Certification Course

- Is an Online Course, replacing Train-the-Trainer.
- Posted on AASCD portal November 5.
- Consists of 3 Training Modules and a Quiz:
 - Module 1 – AASCD Overview (Test design and Testing Policies)
 - Module 2 – Administering Tests
 - Module 3 – Student Interface & Test Settings and Tools
 - Quiz – 10 questions, score of 80% or higher needed to pass
- Users that pass the quiz are flagged as AASCD Certified in TIDE.

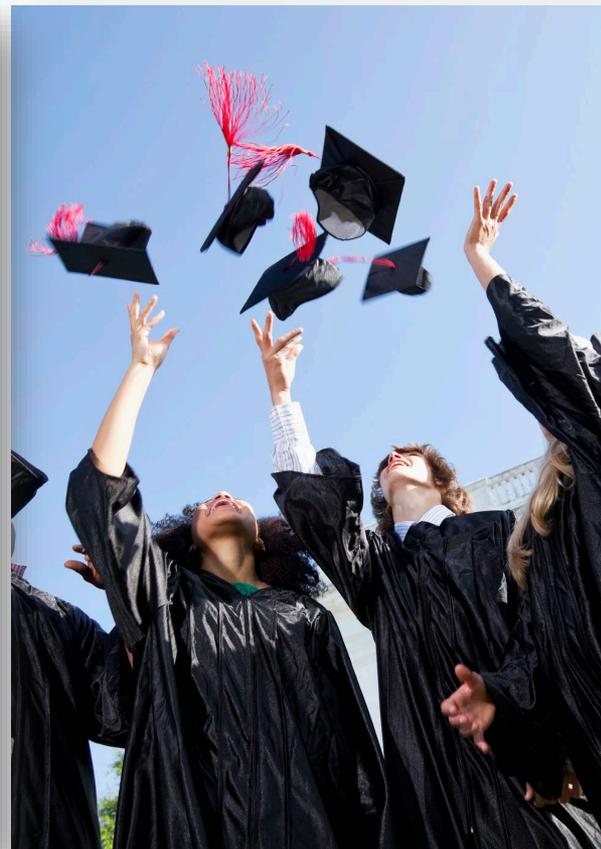
Other Resources

State Waiver
extension
request
submitted
11/3/2020

Alternate
Assessment
Training

Family
FAQs

Questions?



Let's stay connected!

Office for Exceptional Children

614-466-1317

Katelynn Crow

Katelynn.Crow@education.ohio.gov

Office of Assessment

614-466-1317

Wendy Stoica

Wendy.Stoica@education.ohio.gov



Let's stay connected!

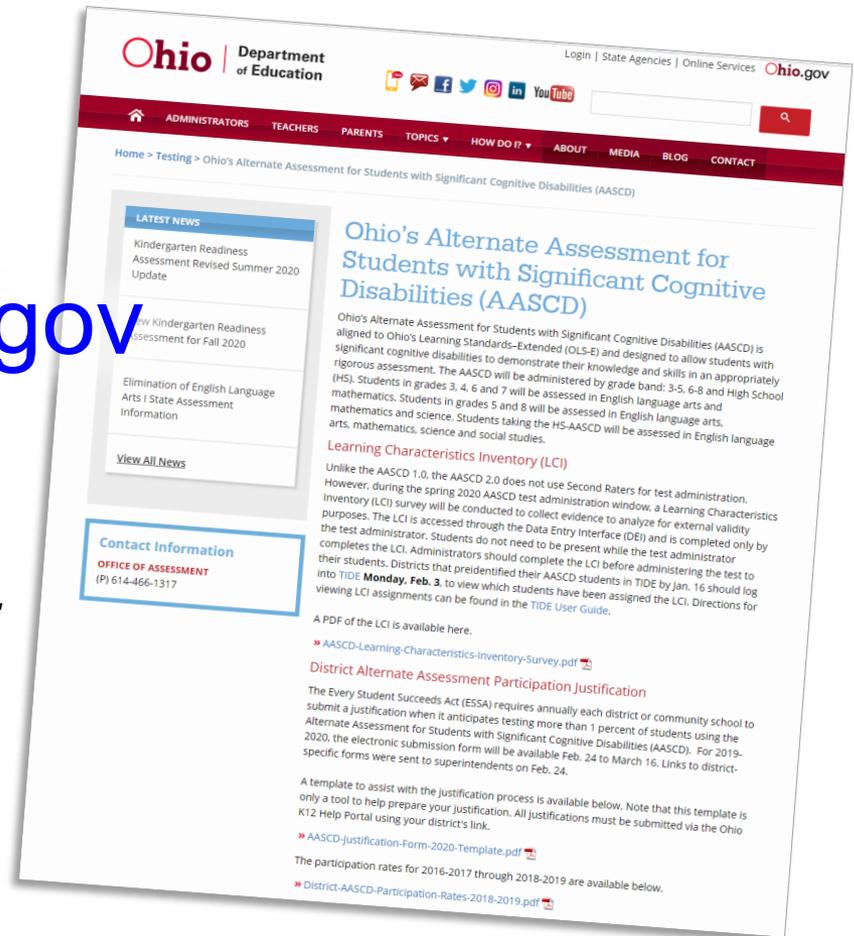
Questions about **calculating participation**:
accountability@education.ohio.gov

Questions about **completing the assurances** and other questions about the 1 percent participation threshold:
AAparticipation@education.ohio.gov

Resources

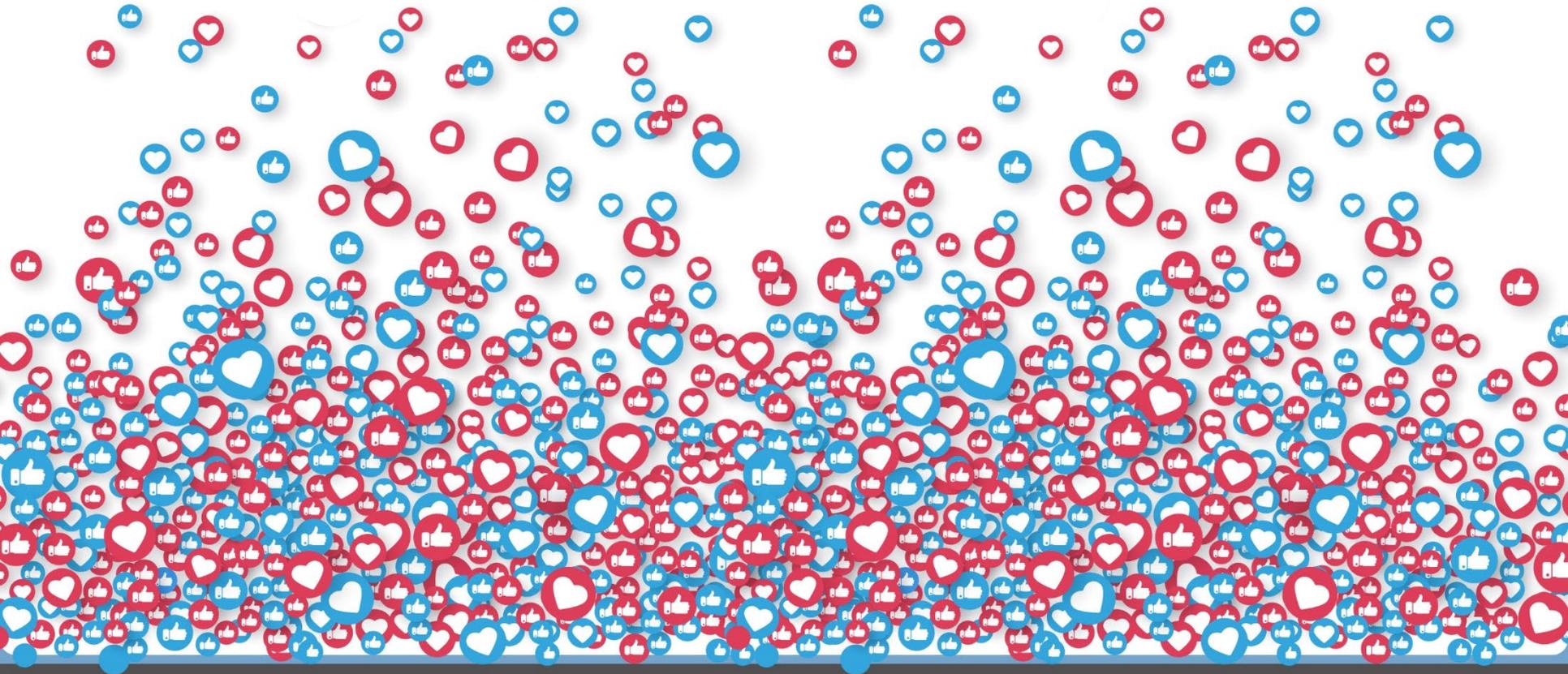
<http://education.ohio.gov>

Keyword search:
alternate assessment





@OHEducation



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community with us!**

#MyOhioClassroom



Celebrate educators!

#OhioLovesTeachers

MEETING INFORMATION

Location	Microsoft Teams
Date	Wednesday, January 27, 2021
Time	3:00pm – 4:00pm

AGENDA

<i>Topic</i>	
	<p>Attendees</p> <p>ODE: Wendy Stoica, Katelynn Crow, Maria Nader, Andrea DiFrancesco, Sarah Buoni, Kelly Churchwright, Wendy Branner</p> <p>OCALI: Shawna Benson</p> <p>SSTs: 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16</p>
1	<p style="text-align: center;">Updates</p> <p>2020-2021 District Assurances Learning Characteristics Inventory Medical Waiver for testing</p>
2	<p style="text-align: center;">Training Questions</p> <ol style="list-style-type: none"> 1. Christine: I had a district ask me about the AT assessment piece in the Decision Tool....is there an assessment that ODE wants schools to use? 2. Olivia: Scenario: During the Spring 2021 testing window, an annual review EP meeting is held for a student and the team determines per the new tool that the student no longer meets the criteria to participate in AASCD. <ol style="list-style-type: none"> a.) If the student has completed all the required AASCD content areas for their grade level during the Spring 2021 testing window prior to their annual review IEP meeting, do they need to transition to taking the required state tests with accommodations for their grade level during the 2020-2021 school year in addition to AASCD? b.) If the student has not completed all the required AASCD content areas for their grade level during the Spring 2021 testing window prior to their annual review IEP meeting, do they need to transition to taking the required state tests with accommodations for their grade level during the 2020-2021 school year and not proceed with completing AASCD? 3. DeeDee: Just received questions about HS students coming off of AA who cannot meet seal requirements for graduation & if they need to, can district create their own or modify the OMJ one? Obviously, we know excusal from EOC exams is possible but they are concerned about other grad requirements for those taking general assessments. 4. Bob: A student who has completed all of the AA testing as a sophomore at the home district. The student goes to the local career center and is now taking Government as a Junior. The career center has been having the student take the EOC for Government. (The student is enrolled in the government class that all Juniors take). <ol style="list-style-type: none"> a. Should that student be taking the EOC exam as he/she has already met the requirement for his/her graduation exams? b. Does anything need to be chronicled or marked on the IEP? My thoughts: No, the student should not take the EOC exam as they have already met the requirements and the IEP states the student will take the Alternate Assessment However, does taking an EOC course automatically require the student to take it?? 5. Terryl: If a student takes the AASCD remotely via computer, does there need to be a school staff person who is AASCD-trained in the home with the student? We are thinking yes for test security purposes, but just want to be sure.

3	Resource	
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Link to 11/17 recording

<https://ohiodas.sharepoint.com/sites/EDUAlternateAssessmentTrainers671/Shared%20Documents/General/Weekly%20Recordings/AASCD%20Decision-Making%20Tool%20Discussion%2011-17-2020.mp4>

Link to 11/18 recording

<https://ohiodas.sharepoint.com/sites/EDUAlternateAssessmentTrainers671/Shared%20Documents/General/Weekly%20Recordings/AASCD%20Decision-Making%20Tool%20Discussion%2011-18-2020.mp4>

Link to 12/2 recording

<https://ohiodas.sharepoint.com/sites/EDUAlternateAssessmentTrainers671/Shared%20Documents/General/Weekly%20Recordings/Alternate%20Assessment%20Trainers%20Weekly%20Meeting%2012-2-2020.mp4>

Link to 12/9 recording

<https://ohiodas.sharepoint.com/sites/EDUAlternateAssessmentTrainers671/Shared%20Documents/General/Weekly%20Recordings/Alternate%20Assessment%20Trainers%20Weekly%20Meeting%2012-9-2020.mp4>

Link to 12/16 recording

<https://ohiodas.sharepoint.com/sites/EDUAlternateAssessmentTrainers671/Shared%20Documents/General/Weekly%20Recordings/Alternate%20Assessment%20Trainers%20Weekly%20Meeting%2012-16-2020.mp4n>

Link to 12/23 recording

<https://ohiodas.sharepoint.com/sites/EDUAlternateAssessmentTrainers671/Shared%20Documents/General/Weekly%20Recordings/Alternate%20Assessment%20Trainers%20Weekly%20Meeting%2012-23-2020.mp4>

Link to 1/13 recording

<https://ohiodas.sharepoint.com/sites/EDUAlternateAssessmentTrainers671/Shared%20Documents/General/Weekly%20Recordings/Alternate%20Assessment%20Trainers%20Weekly%20Meeting%201-13-2021.mp4>

Link to 1/20 recording

https://ohiodas.sharepoint.com/sites/EDUAlternateAssessmentTrainers671/Shared%20Documents/General/Weekly%20Recordings/Alternate%20Assessment%20Trainers%20Weekly%20Meeting_1-20-2021.mp4

STATE SUPPORT TEAM VIRTUAL AUGUST INSTITUTE

August 9, 10 and 11, 2021

Intended Outcomes:

To strengthen the common understanding and coherence of the role of State Support Teams in the implementation of the Grant Agreement scope of work through focused work in the three areas of practice:

- To develop a common understanding of regional team members’ roles in supporting local education agencies (LEAs) to improve inclusive instructional and organizational leadership, as related to the Grant Agreement scope of work.
- To develop a common understanding of the role of State Support Teams in supporting LEAs to improve capacity building through professional capital, as related to the Grant Agreement scope of work.
- To develop a common understanding of the role of State Support Teams in supporting LEAs to improve the use of inclusive instructional practices, as related to the Grant Agreement scope of work.

MONDAY, AUGUST 9, 2021 - PRE-CONFERENCE			
Onboarding and Grant Agreement Review			
PRE-CONFERENCE Zoom Link			
Time	Session Title	Facilitator(s)	Resources and Links
9:30-10:00	Log In – Please be sure you identify yourself by first name, last name, and agency (e.g., Region 2).		
10:00-10:25	Welcome and Onboarding	Jo Hannah Ward	Presentation
10:30-12:00	Grant Agreement Review	Jo Hannah Ward	Grant Agreement FY22 and FY23

TUESDAY, AUGUST 10, 2021 - DAY 1 OF INSTITUTE

[DAY 1 Zoom Link](#)

Time	Session Title	Facilitator(s)	Resources and Links
Presentation materials are available in our SST Institute Google Site			
SST Institute Note Taking Reflection Guide			
DAY 1 WELCOME			
8:15-8:45	Log In – Please be sure you identify yourself by first name, last name, and agency (e.g., Region 2).		
8:45-9:30	Welcome and Keynote	<i>State Superintendent Paolo DeMaria</i>	
Introduction to Equity Focus			
DEPARTMENT FIRESIDE CHAT			
OUTCOMES			
Define the work of each Office as it relates to Each Child Our Future and supports equity.			
Explain connections between Offices.			
Identify a focus for each Office for 2021-2022.			
Identify data to bring light to educational equity issues.			
Define expectations for the implementation of the Grant Agreement as it relates to each Office.			
9:30-10:30	OEC OII Early Learning Integrated Student Supports Literacy	ODE Directors Lynn McKahan	
10:30-10:45	Break		
FIRESIDE CHAT Q & A			
10:45-11:40	OEC OII Early Learning Integrated Student Supports Literacy	ODE Directors Lynn McKahan	Submit questions through Padlet
11:40-12:00	Wrap Up	ODE Directors	
LUNCH			
12:00-1:00	LUNCH		

REGIONAL EQUITY DISCUSSION

OUTCOMES

Develop common definition of equity for regional work
 Explain how you can use common SST tools to facilitate conversations of equity in districts/buildings
 Develop action steps for equity work this year with districts/buildings

1:00-3:00

Regional team discussions regarding equity and fireside chats

Resources

Note taking guide for discussion questions to be submitted (for quad level planning)
 Key design questions
 Touchpoint map

Discussion Questions

1. After hearing this morning's superintendent's address did your definition of equity change? How?
2. What were your individual takeaways from the morning ODE Fireside Chats (reference your note taking template)?
3. How can using the data discussed by the offices, design questions and touchpoint map help determine entry points for Equity conversations in your districts?
4. How could equity be addressed through the Service Delivery Agreement?
5. How does this conversation impact how you will approach your work this year?
6. What are 3 key takeaways from regional discussion?

Reporting Document for [Regional Team Discussion Responses](#)

Region	Zoom Link for ODE to Attend Your Regional Session Virtually
SST 1	https://zoom.us/j/93025317816?pwd=Zm5KNS9PK00rWkdUR0M3cXdFYmJvQT09
SST 2	https://ohconnect.zoom.us/j/95772042910
SST 3	https://escneo.zoom.us/j/91600511478?pwd=Um5HU3dlZVJUdVR1SUozelRKUW5kQT09
SST 4	https://zoom.us/j/98297598240
SST 5	https://sstr5.zoom.us/j/97587153762?pwd=ZzFSeW04MXpwSWxDMjUwK29aYWNLZz09
SST 6	https://us02web.zoom.us/j/84296134530
SST 7	https://zoom.us/j/96334200846?pwd=eGdjNnNpVFhHMgtUdlJBU2hnaFJHZz09
SST 8	https://zoom.us/j/95149199008
SST 9	https://zoom.us/j/94053047439?pwd=cTBUdktQYVpQYXVqeGo1ZER4cjVRZz09
SST 10	https://us02web.zoom.us/meeting/register/tZlvcu6uqzggHdMFYv9Eo5mUJ1YMXlwcG-ZW
SST 11	https://zoom.us/j/98419618530?pwd=TFNIS1Z1di9RQWp0ZW9EOHpNMnovQT09
SST 12	https://zoom.us/j/94589719366?pwd=d1pjN3ptNnJyMnZkRFdEUHVZYXRRUT09
SST 13	https://zoom.us/j/95436473681?pwd=VVJBTvJCZVF5SkU0VzVFdmJFeWNJQT09&from=addon
SST 14	https://zoom.us/j/93963925810?pwd=OWFtaTVrb00zMThTaS9UNmInNHpiUT09
SST 15	https://zoom.us/j/93490553636?from=addon
SST 16	https://zoom.us/j/98626715746

WEDNESDAY, AUGUST 11, 2021 - DAY 2 OF INSTITUTE

<u>DAY 2 Zoom Link</u>			
Time	Topic	Facilitator(s)	Resources and Links
Welcome/Recap of Day 1			
8:00-8:30	Log In – Please be sure you identify yourself by first name, last name, and agency (e.g., Region 2).		
8:30-9:00	Welcome and Charge of the Educational Regional Service System Workgroup	Marva and Stephanie	
9:00-9:30	Recap of Day 1 Breakout Rooms Facilitated by SST Directors (20 minutes) 3 Key takeaways – Entered into Mentimeter	Lisa Baker SST Directors	Mentimeter Link Code 7212 7432
9:30-9:40	Log out of main session and into Concurrent Session 1		
FLIPPED CLASSROOM CONCURRENT SESSIONS PRIOR to these presentations, participants are to complete the pre-work for each of the three sessions they will attend. Pre-work generally consists of viewing a video and/or reviewing documents. Please see the Concurrent Sessions Padlet (link below) for information about the presenters, about presentation content, and about links to the pre-work materials.			
9:40-10:20	Concurrent Session 1 (Assigned by Director) - Zoom Links	Various Presenters	Concurrent Sessions Padlet
10:20-10:30	Break and log into Concurrent Session 2		
10:30-11:10	Concurrent Session 2 (Participant Choice) - Zoom Links	Various Presenters	Concurrent Sessions Padlet
11:10-11:20	Log into Concurrent Session 3		
11:20-12:00	Concurrent Session 3 (Participant Choice) - Zoom Links	Various Presenters	Concurrent Sessions Padlet
LUNCH			
12:00-1:00	LUNCH		
1:00-1:30	OAPSA	Donna Stelzer, OAPSA Executive Director	OAPSA Benefits Video OAPSA Presentation OAPSA Benefits Flier
REGIONAL SESSIONS			
1:30-3:30	Regional Team Discussions		

Discussion Questions:

1. Share out critical information from the morning sessions.
2. What did you hear in the morning sessions that will impact your work, your SDA, your planning for the rest of the year?
3. What did you hear this morning that would impact your equity discussions with your districts?
4. What topics need further discussion, so you are better able to support your districts? Further content?
5. What can your director do to support you in your work this year?

Reporting Document for [Regional Team Discussion Responses](#)

Region	Zoom Link for ODE to Attend Your Regional Session Virtually
SST 1	https://zoom.us/j/93025317816?pwd=Zm5KNS9PK00rWkdUR0M3cXdfYmJvQT09
SST 2	https://ohconnect.zoom.us/j/95772042910
SST 3	https://escneo.zoom.us/j/91600511478?pwd=Um5HU3dLVJUdVR1SUozelRKUW5kQT09
SST 4	https://zoom.us/j/98297598240
SST 5	https://sstr5.zoom.us/j/97587153762?pwd=ZzFSeW04MXpwSWxDMjUwK29aYWNLZz09
SST 6	https://us02web.zoom.us/j/84296134530
SST 7	https://zoom.us/j/96334200846?pwd=eGdjNnNpVFhHMGTUdJBU2hnaFJHZz09
SST 8	https://zoom.us/j/95149199008
SST 9	https://zoom.us/j/94053047439?pwd=cTBUdktQYVpQYXVqeGo1ZER4cjVRZz09
SST 10	https://us02web.zoom.us/meeting/register/tZlvCu6uqzGqHdMFYv9Eo5mUJ1YMXlwcG-ZW
SST 11	https://zoom.us/j/98419618530?pwd=TFNIS1Z1di9RQWp0ZW9EOHpNMnovQT09
SST 12	https://zoom.us/j/94589719366?pwd=d1pjN3ptNnJyMnZkRFdEUHVZYXRRUT09
SST 13	https://zoom.us/j/95436473681?pwd=VVJBTvJCZVF5SkU0VzVFdmJFeWNJQT09&from=addon
SST 14	https://zoom.us/j/93963925810?pwd=OWFtaTVrb00zMThTaS9UNmInNHpiUT09
SST 15	https://zoom.us/j/93490553636?from=addon
SST 16	https://zoom.us/j/98626715746

Please complete the [Exit Survey](#).

SST Institute 2021 - Concurrent Sessions Links

	Presentation Title	Presenter(s)	SST Zoom Host	Description	Zoom Session Link
1	Integrating SEL Into the PBIS Framework	Nicole Kahler	Marla Peachock Marla.peachock@sstr5.org	This presentation will give an overview of the alignment and importance of social and emotional learning within the Positive Behavior Interventions and Supports framework. Practical implementation ideas at the classroom and administrative level are also provided.	https://sstr5.zoom.us/j/95780067419?pwd=WHJIUXBGMktJbWVmZmovWHhnVjdKUT09
2	Ohio Statewide Family Engagement Center	Barbara Boone Tom Capretta	Matthew Heath Matthew.heath@sstr5.org	The Ohio Statewide Family Engagement Center at the Ohio State University supports the work of Ohio's State Support Teams through participation in projects such as the Ohio Family and Community Engagement Network, the State Personnel Development Grant, and the Ohio Partnership Schools project. This presentation will discuss those projects as well as highlighting resources relevant to the work of SSTs and opportunities to connect with the Ohio Parent Mentors and the ESC CARES Liaisons.	https://sstr5.zoom.us/j/92677620807?pwd=WnhXdFlzYU9VbjZoSHJZOGxrNFV0QT09
3	Strengthening Positive Behavioral Interventions and Supports Implementation through Tier II Strategies and Interventions	Deborah Turner	Patty Dreher Patricia.dreher@sstr5.org	This presentation addresses the anticipated increase of social, emotional and behavioral needs as students return to in-person learning in fall 2021.	https://sstr5.zoom.us/j/92452283403?pwd=UThuUVJqMVQ0eUEzb2NzZ09XekR0UT09
4	Improvement and Innovation focus for 2021-22: Improvement Infrastructure	Cindy Dewey Bryan Hoynacke Phil Latessa	Chris Canann Chris.canann@sstr5.org	This session addresses alignment of the Ohio Improvement Process with ED STEPS and removing barriers to implementation using rapid-cycle problem solving. It will also introduce the professional learning for OII SST Consultants in 2021-22, including plans for sharing best practices and updating and enhancing existing OIP tools.	https://sstr5.zoom.us/j/98744640265?pwd=NHU1czMwNkdtVnpuVWVVDYlJbVdkZz09

SST Institute 2021 - Concurrent Sessions Links

5	Attendance as an Intervention for District and School Improvement	Brittany Miracle Brian Knight	Tina DeVito Tina.devito@sstr5.org	Getting students to school every day is a high-leverage school improvement strategy. This presentation will provide strategies and coaching moves to improve student attendance using data and a multi-tiered system of support.	https://sstr5.zoom.us/j/94108075725?pwd=ZG4zRTBkcmZOT1hsdDBXBxXBDT2U1QT09
6	Each Child Means Each Child and the 11 District Plan	Jo Hannah Ward Joe Petrarca	Adam Klimas Adam.klimas@sstr5.org	What exactly is the Each Child Means Each Child plan, why do we need this plan, and how does your work intersect and support this plan? Why is there an additional plan just for 11 districts? Join our session to unravel the mysteries of the multiple plans!	https://sstr5.zoom.us/j/93624399061?pwd=RU9PcG1SYzZsUlhSUKNVa3pRckJCZz09
7	Revisiting the Effective Approach to the Monitoring Process	Chralin Forsthoefel Joe Kujkowski	Jodi Glaser Jodi.glaser@sstr5.org	This breakout session is to provide clarity to the roles/responsibilities of the State Support Team during an IDEA Monitoring review.	https://sstr5.zoom.us/j/97518476281?pwd=L1JNR3JNZldSbzlOclU4TkNaV0VZQT09
8	Special Education Indicators: Connection and Reflection	Shauna Schramke Debra Shirley	Jaclyn DiSibio jaclyn.s.disibio@sstr5.org	In this presentation we will discuss anticipated changes to the special education indicator monitoring process. We will explore how data collection and adding a reflective process to indicator required actions will build connection between identifying targeted supports and long-term district improvement.	https://sstr5.zoom.us/j/91651351051?pwd=akpaWERaSXFNIMzWWQ3S1hlanBEUT09
9	11 District Plan Implementation	Andrea Faulkner	Michele Moore Michele.moore@sstr5.org	This presentation will walk consultants through the 11 District Plan and connecting the 11 District Plan to existing structures and requirements.	https://sstr5.zoom.us/j/98901823198?pwd=MVh1N212NG1IMTlvbk1ZcVIWYXNzUT09
10	Supporting Districts in State Assessments	Wendy Stoica	Susan Koulianos Susan.koulianos@sstr5.org	This session is on supporting districts in state assessments. We will discuss the Alternate Assessment Decision-Making Tool, Tiered Monitoring activities and resources.	https://sstr5.zoom.us/j/99967012825?pwd=aFINSUN1QWhzeDhzQU5yY3ZTaElZdz09

SST Institute 2021 - Concurrent Sessions Links

11	ED STEPS: Streamlined and Integrated	Scott May	Jane Sadinski Jane.sadinski@sstr5.org	This presentation is a new look at the process of the ED STEPS system and features that will create a streamlined connection between the components. A review of the district feedback and future enhancements will also be reviewed.	https://sstr5.zoom.us/j/96548262474?pwd=Q29RRm51SVIHTjB0dnY0MHhTWXRlQT09
12	Preschool and Early Childhood Updates	Wendy Grove	Teresa Furniss Teresa.furniss@sstr5.org	This session will provide timely and relevant updates from Early Childhood and Preschool Special Education. The breakout will be an open Q & A session.	https://sstr5.zoom.us/j/94356633266?pwd=cHlzeDdEbC9TMctCQktDVE1XNmRPdz09
13	Equity in Ohio's Dyslexia Support Laws	Melissa Weber-Mayrer Beth Hess	Marlo Miller Marlo.miller@sstr5.org	In this session, participants will examine and discuss Ohio's dyslexia support laws and the equity implications resulting from this legislation. Prior to the session, participants will view the pre-recorded overview of the dyslexia support laws and/or read the four statutes: dyslexia screening measures (ORC 3323.251) , professional development for identifying dyslexia and instructing students with dyslexia (ORC 3319.077) , a multi-sensory structured literacy certification process for teachers (ORC 3319.078) and the Ohio Dyslexia Committee (ORC 3323.25) . Audience: Any State Support Team staff interested in equity through literacy.	https://sstr5.zoom.us/j/98320695533?pwd=WUI0ZHgrTS95N3ZSQXR3RmN3MFJwQT09
14	Your Role in Ohio's Plan to Raise Literacy Achievement	Melissa Weber-Mayrer Beth Hess	Michelle Elia Michelle.elia@sstr5.org	In this session, participants will gain a deeper understanding of key components of Ohio's Plan to Raise Literacy Achievement, discuss their role in implementing this plan and provide feedback to Department staff on further support needed. Prior to the session, participants will read Ohio's Plan to Raise Literacy Achievement and Appendices . Audience: New State Support Team staff or staff that have not previously engaged in the regional literacy efforts.	https://sstr5.zoom.us/j/99970324172?pwd=c9hSnlyQyswNitGbU1PMkVKT21aZz09

SST Institute 2021 - Concurrent Sessions Links

From: JoHannah.Ward@education.ohio.gov
To: [OESE.ESEA.Assessment](#)
Cc: [Peasley, Donald](#); [Banks, Kathleen](#); JoHannah.Ward@education.ohio.gov
Subject: RE: Ohio AAWaiver request
Date: Friday, January 7, 2022 8:30:22 AM
Attachments: [image001.png](#)

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hello,

OESE Assessment Team,

Thank you for contacting us regarding our data in Ohio's Alternate Assessment Waiver. We have reviewed the concerns raised by the team regarding the subgroup data tables and the percentages that are displayed. We were wondering if the team could provide Ohio with some guidance on how to correct the data displayed in our subgroup tables for 2020-21.

On the document that was attached by the OESE Assessment Team, Total number of students in Grades 3-8 and High School, Number of Students Taking State AA-AAAS Grades 3-8 and High School, and Percentage of Students Taking State AA-AAAS Grades 3-8 and High School for All Students appear to be correct.

Reviewing the data for our subgroups (Disaggregated by race/ethnicity, Students with Disabilities, Economically Disadvantaged and English Learners), Total number of students in Grades 3-8 and High School and Number of Students Taking State AA-AAAS Grades 3-8 and High School appear to be correct. Can the team confirm if this source data is correct? We used the data submitted in our FS185 — Assessment Participation in Mathematics, FS188 — Assessment Participation in Reading/Language Arts, and FS189 — Assessment Participation in Science for SY 2020-21.

If our subgroup data for Total number of students in Grades 3-8 and High School and Number of Students Taking State AA-AAAS Grades 3-8 and High School are correct, can the provide guidance or conform the calculation methodology for determine Percentage of Students Taking State AA-AAAS Grades 3-8 and High School?

Please let us know if you have any questions.

Best regards,

Jo Hannah Ward, M. Ed., LPCC
Director
Office for Exceptional Children

25 South Front Street 4th floor
Columbus, Ohio 43215-4183

(614) 752-1378 | (877) 644-6338

Johannah.ward@education.ohio.gov



Learn more about [#EachChildOurFuture](#), Ohio's plan to ensure each child is challenged, prepared and empowered

From: OESE.ESEA.Assessment <ESEA.Assessment@ed.gov>

Sent: Thursday, December 30, 2021 5:38 PM

To: Ward, Jo Hannah <JoHannah.Ward@education.ohio.gov>; OESE.ESEA.Assessment <ESEA.Assessment@ed.gov>

Subject: RE: Ohio AAWaiver request

Hi Jo Hanna,

I am doing the analysis on Ohio's 1% cap waiver request. I noticed that the subgroup data tables included in the request for 2021-22 have incorrect percentages.

Please look over the attached data tables and verify that the values that I have in red are the correct values. If they are correct, please update your State's waiver request and send it back to us by January 14, 2022. Please only send a revised version of the 19-page document back to us (with corrections on pages 7-8). You do not have to resend all of the other documents.

Kathy

Thanks,

Don Peasley donald.peasley@ed.gov

Kathleen Banks kathleen.banks@ed.gov

State Assessment Team, School Support and Accountability (SSA)

Office of Elementary and Secondary Education (OESE)

US Department of Education

Email the OESE Assessment Team at ESEA.Assessment@ed.gov

From: JoHannah.Ward@education.ohio.gov <JoHannah.Ward@education.ohio.gov>

Sent: Monday, November 22, 2021 11:07 AM

To: OESE.ESEA.Assessment <ESEA.Assessment@ed.gov>

Subject: Ohio AAWaiver request

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Please find the Ohio AA Waiver Request attached.
Thank you

Jo Hannah Ward, M. Ed., LPCC
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From: JoHannah.Ward@education.ohio.gov
To: OESE.ESEA.Assessment
Cc: Peasley, Donald
Subject: RE: Ohio AAWaiver request
Date: Thursday, January 13, 2022 9:21:15 AM
Attachments: [image001.png](#)

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hello Kathy
Good morning,

Yes, we post a statement about requesting justifications on the [alternate assessment webpage](#):

To request a justification form submitted by a district or community school, please contact the Office for Exceptional Children or AAParticipation@education.ohio.gov.

Please let me know if you need anything additional from me on the state waiver request.

Thank you,

Jo Hannah Ward, M. Ed., LPCC
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Office for Exceptional Children

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Columbus, Ohio 43215-4183
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Johannah.ward@education.ohio.gov



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From: OESE.ESEA.Assessment <ESEA.Assessment@ed.gov>
Sent: Tuesday, January 11, 2022 4:14 PM
To: Ward, Jo Hannah <JoHannah.Ward@education.ohio.gov>; OESE.ESEA.Assessment <ESEA.Assessment@ed.gov>
Cc: Peasley, Donald <Donald.Peasley@ed.gov>
Subject: RE: Ohio AAWaiver request

Hi JoHannah,

I have a question regarding Ohio's 1% cap waiver request.

Does the State post district Justifications on its website or communicate that these justifications can be made available upon request?

Kathy

From: JoHannah.Ward@education.ohio.gov <JoHannah.Ward@education.ohio.gov>

Sent: Friday, January 7, 2022 8:30 AM

To: OESE.ESEA.Assessment <ESEA.Assessment@ed.gov>

Cc: Peasley, Donald <Donald.Peasley@ed.gov>; Banks, Kathleen <kathleen.banks@ed.gov>; JoHannah.Ward@education.ohio.gov

Subject: RE: Ohio AAWaiver request

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Kathy

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Don Peasley donald.peasley@ed.gov

Kathleen Banks kathleen.banks@ed.gov

State Assessment Team, School Support and Accountability (SSA)
Office of Elementary and Secondary Education (OESE)
US Department of Education
Email the OESE Assessment Team at ESEA.Assessment@ed.gov

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Sent: Monday, November 22, 2021 11:07 AM
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One Percent Waiver Extension Request for Reading, Mathematics and Science

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

Submission to U.S. Department of Education

January 13, 2022

Update page 7 and 8 component 2 tables only

REQUIRED COMPONENTS OF ONE PERCENT WAIVER EXTENSION REQUEST

Component 1

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

Ohio’s assessment window for the Alternate Assessment for Students with the Most Significant Cognitive Disabilities opens Feb. 22, 2022. Ninety days prior to the start of Ohio’s testing window (Nov. 22, 2021), 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;

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

Table 2A: 2020-2021 Participation in the Reading Alternate Assessment (Grades 3-8 and High School)

Subgroup	Number of Students Who Took the Standard Assessment	Number of Students Who Took the Alternate Assessment	All Students Tested	Percent Alternately Assessed
All Students	828,659	11,503	840,162	1.37%
American Indian or Alaskan Native	944	14	958	1.46%
Asian or Pacific Islander	22,163	260	22,423	1.16%
Black, Non-Hispanic	130,111	2,731	132,842	2.06%
Hispanic	55,747	736	56,483	1.30%
Multiracial	47,181	599	47,780	1.25%
White, Non-Hispanic	572,513	7,163	579,676	1.24%
Students with Disabilities	120,344	11,477	131,821	8.71%
Economically Disadvantaged	399,926	7,115	407,041	1.75%
English Learners	25,201	602	25,803	2.33%

Table 2B: 2020-2021 Participation in the Mathematics Alternate Assessment (Grades 3-8 and High School)

Subgroup	Number of Students Who Took the Standard Assessment	Number of Students Who Took the Alternate Assessment	All Students Tested	Percent Alternately Assessed
All Students	810,244	11,468	821,712	1.40%
American Indian or Alaskan Native	923	14	937	1.49%
Asian or Pacific Islander	21,254	260	21,514	1.21%
Black, Non-Hispanic	125,697	2,699	128,396	2.10%
Hispanic	54,512	733	55,245	1.33%
Multiracial	45,973	606	46,579	1.30%
White, Non-Hispanic	561,885	7,156	569,041	1.26%

Students with Disabilities	117,475	11,443	128,918	8.88%
Economically Disadvantaged	389,209	7,066	396,275	1.78%
English Learners	24,659	592	25,251	2.34%

Table 2C: 2020-2021 Participation in the Science Alternate Assessment (Grade 3-8 and High School)

Subgroup	Number of Students Who Took the Standard Assessment	Number of Students Who Took the Alternate Assessment	All Students Tested	Percent Alternately Assessed
All Students	355,201	5,225	360,426	1.45%
American Indian or Alaskan Native	394		403	2.23%
Asian or Pacific Islander	9,224	107	9,331	1.15%
Black, Non-Hispanic	53,107	1,157	54,264	2.13%
Hispanic	22,933	323	23,256	1.39%
Multiracial	19,177	247	19,424	1.27%
White, Non-Hispanic	250,366	3,382	253,748	1.33%
Students with Disabilities	50,477	5,214	55,691	9.36%
Economically Disadvantaged	163,363	3,088	166,451	1.86%
English Learners	9,300	226	9,526	2.37%