



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

FEB 12 2019

The Honorable Paolo DeMaria
Superintendent of Public Instruction
Ohio Department of Education
25 South Front Street
Columbus, OH 43215

Dear Superintendent DeMaria:

I am writing in response to the Ohio Department of Education's (ODE's) request on November 19, 2018, for an extension of the State's waiver of section 1111(b)(2)(D)(i)(I) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), of the requirement 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. ODE requested this waiver because, based on State data for the 2017-2018 school year, ODE has concluded that it will need to assess more than 1.0 percent of students using an AA-AAAS in the 2018-2019 school year.

After reviewing ODE's request, I am granting, pursuant to my authority under section 8401(b) of the ESEA, for the 2018-2019 school year, 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 reading/language arts, mathematics and science. ODE demonstrated substantial progress in carrying out the plan that was submitted when the State initially requested this waiver a year ago.

As part of this waiver, ODE assured that it:

- Will continue to meet all other requirements of section 1111 of the ESEA and implementing 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.
- Assessed in the prior school year (2017-2018) at least 95 percent of all students and 95 percent of students with disabilities who are enrolled in grades for which an assessment is required.
- 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, and it will make such information publicly available.
- 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) (with the exception of incorporating principles of

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universal design) and will address any subgroup disproportionality in the percentage of students taking an AA-AAAS.

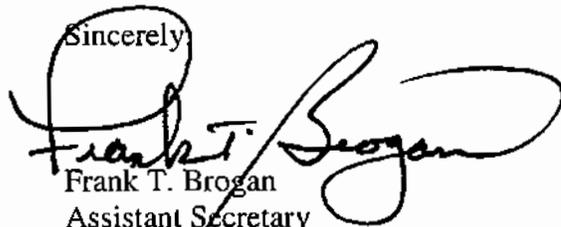
- Will submit its analysis of disproportionality data for the 2017-2018 school year to the Department once those data are available.
- Will implement, consistent with the plan submitted in ODE's waiver request, system improvements and will monitor future administrations of the AA-AAAS to avoid using an AA-AAAS to assess more than 1.0 percent of the total number of tested students in the State.

I note that even though Ohio made substantial progress in carrying out its plan, it did not reduce the percentage of students taking an AA-AAAS in mathematics, reading/language arts or science. I am granting this extension despite the fact that Ohio has not demonstrated progress in reducing the percentage of students taking an AA-AAAS in each subject. Given the significant work underway, I expect to see the results of these efforts in the 2018-2019 school year and beyond. Beginning next year, any request for an extension of this waiver will be contingent on both continued progress implementing your plan and progress in reducing the percentage of students taking the AA-AAAS.

In addition, 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.

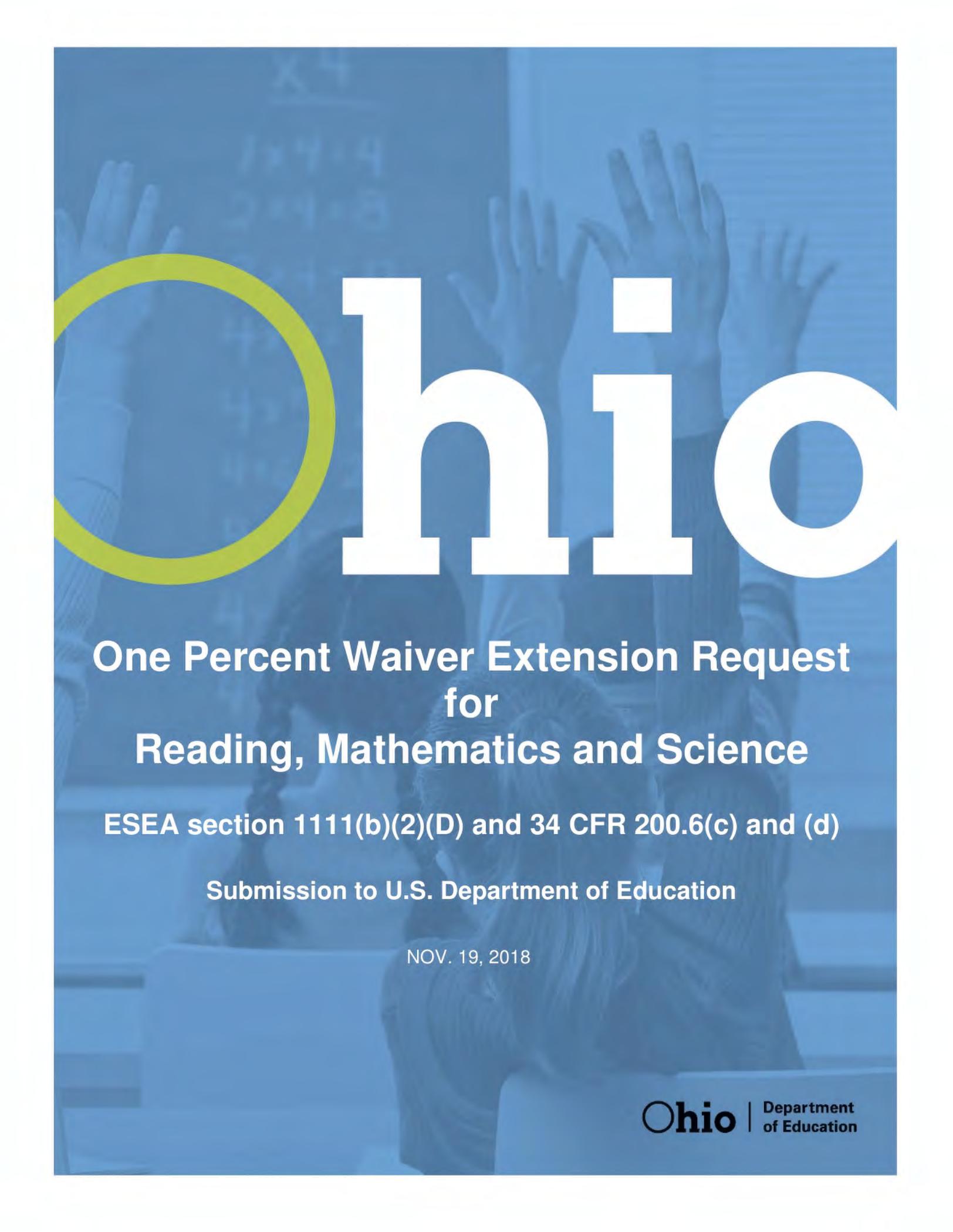
I appreciate the work you are doing to improve your schools and provide a high-quality education for your students. If you have any questions, please contact my staff at OSS.Ohio@ed.gov.

Sincerely

A handwritten signature in black ink, appearing to read "Frank T. Brogan". The signature is fluid and cursive, with a large initial "F" and "B".

Frank T. Brogan
Assistant Secretary
For Elementary and Secondary Education

cc: Kim Monachino, Director, Office of Exceptional Children



Ohio

One Percent Waiver Extension Request for Reading, Mathematics and Science

ESEA section 1111(b)(2)(D) and 34 CFR 200.6(c) and (d)

Submission to U.S. Department of Education

NOV. 19, 2018

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INTRODUCTION

A recent provision in Title I of the Elementary and Secondary Education Act of 1965 (ESEA), amended by the Every Student Succeeds Act of 2015 (ESSA), addresses alternate assessments for students with the most significant cognitive disabilities. As each state must submit a waiver request to the U.S. Department of Education if it predicts exceeding 1 percent participation in the alternate assessment in a subject, Ohio submitted and was granted a waiver for school year 2017-2018. Ohio's alternate assessment participation rate was approximately 1.72 percent in reading, 1.81 percent in mathematics and 2.00 percent in science for school year 2017-2018. Due to these past rates, Ohio anticipates exceeding the 1 percent threshold for the 2018-2019 administration of the alternate assessment in reading, mathematics and science and is requesting an extension to the current waiver.

In March 2018, Ohio was granted a waiver for exceeding 1 percent participation in the alternate assessment for school year 2017-2018. The waiver included a plan to obtain justifications from districts and community schools exceeding the 1 percent threshold, ensure that districts and community schools are appropriately using the state's eligibility guidelines for the alternate assessment, and create a statewide tiered system of support to address the participation of Ohio's Alternate Assessment for students with Significant Cognitive Disabilities (AASCD).

An Alternate Assessment Participation Workgroup was created at the Department in early 2017 to address the statewide alternate assessment participation rate exceeding the 1 percent threshold. The cross-agency workgroup is ongoing with regularly scheduled meetings and includes representatives from the Offices for Exceptional Children, Curriculum and Assessment, Innovation and Improvement, Accountability and Community Schools. This collaborative group addresses the monitoring and improvement efforts of multiple Department offices and initiatives. Ohio's system of regional [State Support Teams \(SST\)](#) provides professional development and technical assistance to local districts and community schools. The workgroup is collaborating with the SST directors and staff to develop and implement a tiered system of support to assist districts and community schools in reviewing and improving their alternate assessment policies and practices to ensure that only eligible students with significant cognitive disabilities participate in the state's alternate assessment. Ohio's tiered intervention monitoring plan is described in more detail beginning on page 7 of this document.

Districts and community schools exceeding 1 percent participation were required to complete an electronic justification form in November 2017 describing their policies and processes related to alternate assessment, particularly the assignment of students to the AASCD. The justification form required districts and community schools to outline how they are using the Department's eligibility guidelines and resources for alternate assessment participation. Districts and community schools also were asked to describe any special programs or circumstances that might impact their participation rate and, as a result, would exceed the 1 percent participation threshold. The justification form has been updated for 2018-2019 to include more detailed participation data and assurances that staff are appropriately using Department guidelines and resources.

[Each Child, Our Future](#) is Ohio's strategic plan for education to ensure each student is challenged, prepared and empowered for his or her future by way of an excellent prekindergarten through grade 12 education. The plan's purpose: to lift aspirations, create hope and excitement, guide development of state-level education policies and promote high-quality educational practices across the state. *Ohio's goal is to ensure the right students are taking the right tests.*

REQUIRED COMPONENTS OF ONE PERCENT WAIVER EXTENSION REQUEST

Component 1

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

Ohio's assessment window for the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) is open from Feb. 19, 2019, through April 12, 2019. Ninety days prior to the start of Ohio's testing window (Nov. 19, 2018), the Department will submit a waiver extension request to the United States Department of Education.

Component 2

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

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

Ohio's state-level data from school year 2017-2018 show the number and percentage of students in each subgroup of students who took an alternate assessment by content area in grades 3-8 and high school. The participation rates in Ohio's alternate assessments have remained relatively stable at 1.72 percent in reading and 1.81 percent in mathematics. (Note that Ohio's State Tests in English Language Arts are reported here and referred to throughout this document as Reading.) See Table 1.

TABLE 1: 2017-2018 Participation in Alternate Assessment by Content Area (Grades 3-8 and High School)

Subject	Subgroup	Number of students who took the standard assessment	Number of students who took the alternate assessment	All Students Tested	Percentage Alternately Assessed
Reading	All Students	1,020,667	17,858	1,038,525	1.72%
	American Indian or Alaskan Native	1,250	25	1,275	1.96%
	Asian or Pacific Islander	25,530	320	25,850	1.24%
	Black, Non-Hispanic	162,789	4,263	167,052	2.55%
	Hispanic	60,241	958	61,199	1.57%
	Multiracial	51,572	829	52,401	1.58%
	White, Non-Hispanic	719,285	11,463	730,748	1.57%
	Students with Disabilities	140,899	17,830	158,729	11.23%
	Economically Disadvantaged	507,946	12,027	519,973	2.31%
	English Learners	33,089	629	33,718	1.87%
Math	All Students	976,388	18,006	994,394	1.81%
	American Indian or Alaskan Native	1,231	25	1,256	1.99%
	Asian or Pacific Islander	23,527	324	23,851	1.36%
	Black, Non-Hispanic	157,995	4,320	162,315	2.66%
	Hispanic	58,354	967	59,321	1.63%
	Multiracial	49,543	838	50,381	1.66%
	White, Non-Hispanic	685,738	11,532	697,270	1.65%
	Students with Disabilities	137,514	17,978	155,492	11.56%
	Economically Disadvantaged	492,710	12,154	504,864	2.41%
	English Learners	32,515	629	33,144	1.90%
Science	All Students	390,757	7,967	398,724	2.00%
	American Indian or Alaskan Native	492	16	508	3.15%
	Asian or Pacific Islander	10,128	143	10,271	1.39%
	Black, Non-Hispanic	60,312	1,892	62,204	3.04%
	Hispanic	21,547	402	21,949	1.83%
	Multiracial	18,953	346	19,299	1.79%
	White, Non-Hispanic	279,325	5,168	284,493	1.82%
	Students with Disabilities	52,351	7,955	60,306	13.19%
	Economically Disadvantaged	186,853	5,175	192,028	2.69%
	English Learners	10,769	255	11,024	2.31%

- 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 ESEA. 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 to meet state graduation requirements. Ohio met federal requirements for statewide test participation in 2017-2018 through the administration of Ohio's State Tests. Data in Table 2 indicate that the Department measured achievement for more than 95 percent of all students enrolled in grades and courses for which an assessment is required. The Department measured achievement for more than 95 percent of students in the children with disabilities subgroup enrolled in grades and courses for which an assessment is required. See Table 2.

TABLE 2: 2017-2018 Participation Rate of All Students and Students with Disabilities (Grades 3-8 and High School)

Subject	Students Tested	Students Required to Test	% Achievement Measured for All Students	Students with Disabilities Tested	Students with Disabilities Required to Test	% Achievement Measured for SWD
Reading	1,038,525	1,045,355	99.35%	158,729	160,953	98.62%
Math	994,394	1,003,403	99.10%	155,492	158,081	98.36%
Science	398,724	403,527	98.81%	60,306	61,590	97.92%

Component 3

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

The Ohio Department of Education anticipates exceeding the 1 percent threshold of students participating in the AASCD in all subject areas for the 2018-2019 school year. Data show that a considerable number of districts and community schools will exceed the 1 percent threshold and are thus required to submit a justification by Dec. 10, 2018, detailing how they have implemented the Department guidelines for participation in the AASCD.

Technical assistance was available to all districts and community schools in the form of webinars on Oct. 29 and 30, with slides and a transcript posted online following the webinars. The webinars focused on the calculation of participation rates, disability group data required for the new form, timeline for submitting justifications and the state waiver process. The Department website includes a preview of the new [2018-2019 justification form](#) for review prior to the submission process, along with [optional form](#) that can be used locally to collect data from individual schools.

The 2018-2019 district-level justification form has been revised from 2017-2018. The justification continues to require districts and community schools to report the anticipated participation rates for reading and mathematics AASCD and to describe how Individualized Education Program (IEP) teams are using guidance tools to determine eligibility. The revised justification also requires districts and community schools to report the anticipated number of students in each IDEA disability category participating in the AASCD. In addition, the revised justification also requires districts and community schools to agree to five assurances regarding local use of state eligibility guidelines, training for teachers and administrators, and IEP team practices.

Component 4

States will address any disproportionality in the percentage of students in any subgroup taking an alternate assessment.

The Department will continue to address disproportionality in the percentage of students in any subgroup taking the AASCD, as described in the 2017-1018 waiver (also see Table 1). The Sept. 13, 2018, release of the 2017-2018 Ohio School Report Cards and Sept. 7, 2018, release of Special Education Ratings provided an opportunity for the Department to look more carefully at Ohio's AASCD participation data. The high number of participants in the economically disadvantaged subgroup is an area of concern that the Department's Disproportionality Workgroup will research through further disaggregation of the subgroup data. The cross-agency workgroup plans a targeted analysis of student participation by disability category on the state level and within Tier 3 districts.

Components 5 and 6

A state's waiver request must include a plan and timeline; Submitting a request to extend a waiver requires states to show substantial progress toward the achievement of each component of the previous year's plan and timeline.

Tiered Intervention and Monitoring Plan

The Department continues to work to ensure appropriate participation in the AASCD with the goal of reducing the number of participating students to less than 1 percent. The cornerstone of the Department's multi-faceted approach is a system of tiered intervention and monitoring designed to improve implementation of state eligibility guidelines for participation in the AASCD statewide. Implementation of the tiered system of support includes collaboration with the state's 16 regional [State Support Teams \(SSTs\)](#). The Department provides professional learning opportunities, tools and resources to all districts and community schools (Tier 1). For identified districts and community schools with higher levels of need, the Department and SSTs provide additional monitoring and evaluation processes (Tiers 2 and 3). The Department is working to determine a reliable, evidence-based methodology to consistently identify Tier 1, 2 and 3 districts and community schools.

The focus of implementation of the Tiered Intervention and Monitoring plan in 2017-2018 was on Tiers 1 and 3, with the goals of 1) providing universal supports available to all districts; and 2) providing direct support to districts most in need. Using submitted justifications and Ohio School Report Card data, the Department identified the districts and community schools with the highest needs of intervention and support for 2017-2018. Of the 523 traditional districts above 1 percent participation, 42 were identified for Tier 3 intervention. Of the 122 community schools above 1 percent participation, 40 were identified for Tier 3 intervention. As a result of the high number of districts and community schools in need of Tier 3 support, the workgroup recommended a focus on developing and implementing Tier 3 support and Tier 1 web-based resources and tools.

Tier 1

Tier 1 support is provided statewide to districts and community schools identified as being above the 1 percent participation threshold, as well as any districts or community schools seeking assistance. The Department planned to provide technical assistance and resources as outlined in the 2017-2018 waiver. Evidence of implementation for each action step is listed in Table 3 below. Some of the sample documents referenced are available via web-based links or listed in the Appendix (marked with an asterisk *). See Table 3.

TABLE 3: Evidence of Tier 1 Progress 2017-2018

Tier 1 Progress	
Planned Action Steps	Evidence of Implementation 2017-2018
1. SSTs will continue to provide training on decision-making processes for AASCD participation.	<p>Trainings and resources provided:</p> <ul style="list-style-type: none"> • Train-the-trainer event for test administration training, November 2017* • Participation Guidelines for Ohio's Alternate Assessment • Decision Framework for Alternate Assessment Participation Guidelines • Companion Document to Participation Guidelines • 2017-2018 AASCD Refresher Training PowerPoint • AASCD Fact Sheet • Spring 2019 AASCD Directions for Administration Manual
2. The Department will lead webinars on appropriate AASCD participation and post recordings of the webinars for public use.	<p>Trainings and resources provided:</p> <ul style="list-style-type: none"> • District Justification Webinar October 2017 • 2017-2018 AASCD Refresher Training PowerPoint •
3. The Department will develop resources, including data analysis tools, to address disproportionality in assignment of student subgroups to the AASCD at the district and community school level.	<p>Trainings and resources provided:</p> <ul style="list-style-type: none"> • District Justification Webinar October 2017 • AASCD participation rates added to Special Education Profiles and Ratings* • Ohio Statewide Testing and Students with Disabilities Advisory Committee Meetings* • State Advisory Panel for Exceptional Children (SAPEC)* • Participation in Multi-State Alternate Assessment Work Group*
4. The Department will support SSTs through regularly scheduled meetings, trainings for SST consultants and technical support as needed.	<p>Trainings and resources provided:</p> <ul style="list-style-type: none"> • Monthly SST Directors' Meetings* • District Justification Webinar October 2017 • Skype/webinars as needed

Tier 1 Progress	
Planned Action Steps	Evidence of Implementation 2017-2018
5. The Department will continue to provide web-based resources, including an Online AASCD training PowerPoint refresher .	Trainings and resources provided: <ul style="list-style-type: none"> • Train-the-trainer event for test administration training, November 2017* • Participation Guidelines for Ohio's Alternate Assessment • Decision Framework for Alternate Assessment Participation Guidelines • Companion Document to Participation Guidelines • 2017-2018 AASCD Refresher Training PowerPoint • AASCD Fact Sheet • Spring 2019 AASCD Directions for Administration Manual
6. Parent and family engagement staff will work with districts and community schools to ensure families understand how IEP decisions about AASCD participation are appropriately made and the implications of participation in the AASCD for students.	Trainings and resources provided: <ul style="list-style-type: none"> • Participation Guidelines for Ohio's Alternate Assessment • Score Reports Interpretive Guide • AASCD Frequently Asked Questions for Families
7. Monthly meetings of state support team directors will continue to ensure communication and training on the topic of participation guidelines and support for IEP teams.	Trainings and resources provided: <ul style="list-style-type: none"> • Monthly SST Directors' Meetings* • Skype/webinars as needed
8. Technical support from the Department is available to all stakeholders through phone support and a dedicated email address.	Trainings and resources provided: <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 AASCD Web Page • Ohio Alternate Assessment Portal
9. The Department will continue to add to AASCD and IEP team resources available via the Department's website and assessment portal.	Web-based resources provided: <ul style="list-style-type: none"> • AASCD FAQ; • Participation Guidelines for Ohio Alternate Assessment; • Decision Framework (Flowchart) for Alternate Assessment Participation Guidelines; • Companion Document to Participation Guidelines • Ohio Learning Standards-Extended; and • AASCD Administration Manuals and Guidance Documents.

Through analysis of the Department's progress in developing and implementing the planned technical assistance and resources, the Department is adjusting the plan for Tier 1 for 2018-2019 to include the following technical assistance and resources.

Tier 1 Technical Assistance and Professional Learning 2018-2019

1. The Department will lead professional development webinars on appropriate AASCD participation and post recordings of the webinars for public use.
2. The Department will schedule conference presentations at multiple statewide events for teachers and administrators.
3. The Department will utilize an updated justification form that requires districts to look more closely at their participation data.
4. The Department will provide a school-level justification form to encourage the review of school-level data for patterns and anomalies.
5. The Department will provide webinars to update districts and community schools on the 1 percent threshold, state waiver process and the new justification form.
6. SSTs will continue to provide training on decision-making processes for AASCD participation.
7. The Department will provide resources, including data analysis tools, to address disproportionality in assignment of student subgroups to the AASCD.
8. The Department will continue to support SSTs through regularly scheduled meetings, trainings for SST consultants and technical support as needed.
9. Parent and family engagement staff will work with districts and community schools to ensure families understand how IEP decisions about AASCD participation are appropriately made and the implications of participation in the AASCD for students.
10. Technical support from the Department is available to all stakeholders through phone support and a dedicated email address (AAparticipation@education.ohio.gov).

Tier 1 Web-Based Resources 2018-2019

The Department will continue to add to AASCD and IEP team resources available via the Department's website and assessment portal.

11. Resources will include:
 - [AASCD FAQ](#);
 - [Participation Guidelines for Ohio Alternate Assessment](#);
 - [Decision Framework \(Flowchart\) for Alternate Assessment Participation Guidelines](#);
 - [Companion Document](#) to the Decision Framework;
 - [Ohio Learning Standards-Extended](#)
 - [Ohio Learning Standards-Extended online learning modules](#)
 - [Standards Based instruction and Assessment resources](#)
 - [AASCD Administration Manuals and Guidance Documents](#).
 - [Online AASCD Training PowerPoint Refresher](#).
 - Using Ohio's Learning Standards-Extended webinars
 - AASCD Participation Justification Form
 - AASCD Participation Justification School Support Worksheet
 - [New IEP and ETR forms with embedded Decision Framework](#)
 - Learning Characteristics Inventory
 - Video resource links

- Online training module on disproportional subgroup participation in AACSD via Ohio's Learning Management System
- Ohio's Learning Management System modules

Tier 2

Tier 2 support is provided to districts and community schools that are identified as needing moderate support. This tier includes continued Tier 1 support. The Department planned to provide technical assistance and resources as outlined in the 2017-2018 waiver. Evidence of implementation for each action step is listed in Table 4 below. Some of the sample documents referenced are available via web-based links or are available in the Appendix (marked with an asterisk *). See Table 4.

TABLE 4: Evidence of Tier 2 Progress 2017-2018

Tier 2 Progress	
Planned Action Steps	Evidence of Implementation 2017-2018
1. Department staff, in collaboration with SST staff, will lead regional and local professional learning opportunities focusing on analyzing data and reviewing special education records.	Trainings and resources provided: <ul style="list-style-type: none"> • Regional meetings with special education administrators* • Parent meetings led by Office for Exceptional Children staff* • Ohio Statewide Testing and Students with Disabilities Advisory Committee meetings* • Presentations at Ohio Association of Pupil Service Administrators meetings and other professional organizations*
2. Department staff, in collaboration with SST staff, will provide training opportunities for special education leaders, as well as district and school administrators to improve local support for teachers and IEP teams.	Trainings and resources provided: <ul style="list-style-type: none"> • Regional meetings with special education administrators* • Presentations at Ohio Association of Pupil Service Administrators meetings and other professional organizations*
3. Department staff will review with district leaders the use of available resources, including the Department's web-based resources listed in Tier 1, to ensure IEP teams have the necessary resources and are using them properly.	Trainings and resources provided: <ul style="list-style-type: none"> • Office for Exceptional Children Comprehensive Monitoring Process* • <i>Area of improvement for 2018-2019</i>

Tier 2 Progress	
Planned Action Steps	Evidence of Implementation 2017-2018
4. Online learning modules will be developed to assist with local monitoring and evaluation of AASCD policies, processes and practices to ensure only students with the most significant cognitive disabilities participate in the AASCD.	Trainings and resources provided: <ul style="list-style-type: none"> • Companion Document to Participation Guidelines • IEP and ETR Forms Universal Support Training Materials • <i>Area of improvement for 2018-2019</i>
5. The Department will develop training resources to address disproportionality in the assignment of subgroups of students to the AASCD at the district and community school level.	Trainings and resources provided: <ul style="list-style-type: none"> • Companion Document to Participation Guidelines • Alternate Assessment Workgroup is collaborating with Significant Disproportionality Workgroup to develop resources • See narrative description in Component 4 of this document • <i>Area of improvement for 2018-2019</i>

Through analysis of the Department’s progress in developing and implementing the planned technical assistance and resources, the Department is adjusting the plan for Tier 2 for 2018-2019 to include the following technical assistance. Web-based resources now are all included in Tier 1.

Tier 2 Additional Technical Assistance and Professional Learning 2018-2019

1. Department staff, in collaboration with SST staff, will lead regional and local professional learning opportunities focusing on analyzing data and reviewing special education records.
2. Department staff, in collaboration with SST staff, will provide training opportunities for special education leaders, as well as district and school administrators to ensure IEP teams have the necessary resources and are using them properly.
3. Online learning modules will be developed to assist with local monitoring and evaluation of AASCD policies, processes and practices to ensure only students with the most significant cognitive disabilities participate in the AASCD.
4. The Department will develop training resources to address disproportionality in the assignment of subgroups of students to the AASCD at the district and community school level.

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. The Department planned to provide technical assistance and resources as outlined in the 2017-2018 waiver. Evidence of implementation for each action step is listed in Table 5 below. Some of the sample documents referenced are available via web-based links or are available in the Appendix (marked with an asterisk *). See Table 5.

TABLE 5: Evidence of Tier 3 Progress 2017-2018

Tier 3 Progress	
Planned Action Steps	Evidence of Implementation 2017-2018
<p>1. Districts and community schools will, with the assistance of the Department and SST staff, construct goals to be included in Strategic Improvement Plans (SIP) or Corrective Action Plans for appropriately identifying students for participation in the alternate assessment. Subsequent plans may include measurable outcomes, timelines, frameworks for technical assistance, updated procedures and training opportunities.</p>	<p>Trainings and resources provided:</p> <ul style="list-style-type: none"> • Office for Exceptional Children Comprehensive Monitoring Process* • District Self-Review Summary Report on AACSD participation added to Special Education Profiles* • District Self-Improvement Plans and Corrective Action Plans
<p>2. The Department will review records (e.g., Evaluation Team Reports, Individualized Education Plans) and evaluate current determination processes, policies and procedures used to qualify students for participation in the AACSD.</p>	<p>Trainings and resources provided:</p> <ul style="list-style-type: none"> • Office for Exceptional Children Comprehensive Monitoring Process*
<p>3. The Department and SST staff will assist districts and community schools with analysis of subgroup participation data to identify and address any disproportionalities in assignment of subgroups to the AACSD. Districts and community schools with significant disproportionalities will address the root causes as part of their Strategic Improvement Plans (SIP) or Corrective Action Plans.</p>	<p>Trainings and resources provided:</p> <ul style="list-style-type: none"> • District Self-Review Summary Report on AACSD participation added to Special Education Profile*
<p>4. The Department and SST staff will engage in discussions with teachers, administrators and IEP team members as part of monitoring processes and root cause analysis as needed.</p>	<p>Trainings and resources provided:</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 IEP teams.</p>	<p>Trainings and resources provided:</p> <ul style="list-style-type: none"> • Parent meetings led by Office for Exceptional Children staff* • Parent public meeting notice and notification letter*

Through analysis of the Department's progress in developing and implementing the planned technical assistance and resources, the Department is adjusting the plan for **Tier 3** for 2018-2019 to include the following technical assistance and resources.

Tier 3 Additional Technical Assistance and Professional Learning 2018-2019

1. Districts and community schools will, with the assistance of the Department and SST staff, construct goals to be included in Strategic Improvement Plans (SIP) or [Corrective Action Plans](#) for appropriately identifying students for participation in the alternate assessment. Subsequent plans may include measurable outcomes, timelines, frameworks for technical assistance, updated procedures and training opportunities.
2. The Department will review records (e.g., Evaluation Team Reports, Individualized Education Plans) and evaluate current determination processes, policies and procedures used to qualify students for participation in the AASCD.
3. The Department and SST staff will assist districts and community schools with analysis of subgroup participation data to identify and address any disproportionalities in assignment of subgroups to the AASCD. Districts and community schools with significant disproportionalities will address the root causes as part of their Strategic Improvement Plans (SIP) or [Corrective Action Plans](#).
4. The Department and SST staff will engage in discussions with teachers, administrators and IEP team members as part of monitoring processes and root cause analysis as needed.
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 IEP teams.
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.

Timeline 2017-2018

Aug. 23-present: The Department convenes weekly 1 percent workgroup meetings.

Sept. 6 and 13: Department webinars on 1 percent threshold.

Oct. 6: Release of the [AASCD Companion Document](#).

Oct. 18: Public comment period opens.

Oct. 18-Nov. 18: The Department reviews comments and responds.

Nov. 1: Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) Advisory Committee meeting.

Nov. 2: AASCD train-the-trainer meeting.

Nov. 18: Public comment period closes.

Nov. 20: The Department submits state waiver to the U.S. Department of Education.

Dec. 1: Submission of district justifications for exceeding 1 percent AASCD participation threshold due to the Department.

Jan. 12, 2018: The Department submits amended state waiver to the U.S. Department of Education.

Feb. 20, 2018: AASCD assessment window opens.

April 13, 2018: AASCD assessment window closes.

July 23, 2018: AASCD state student data files available to the Department.

Aug. 3, 2018: AASCD interactive data posted for districts and community schools.

Timeline 2018-2019

The Department convenes biweekly 1 percent workgroup meetings.

Oct. 5: Department posts draft of waiver extension request.

Oct 5: Public comment period opens.

Oct. 29 and 30: Department webinars on 1 percent threshold and district justification.

Oct. 31: Public comment period closes.

Nov. 1 – Nov. 9: The Department reviews comments and responds.

Nov. 5: Online justification form opens.

Nov. 7: Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) Advisory Committee meeting.

Nov. 8: AASCD train-the-trainer meeting.

Nov. 19: The Department submits state waiver extension request to the U.S. Department of Education.

Dec. 10: Submission of district justifications for exceeding 1 percent AASCD participation threshold due to the Department.

Feb. 19, 2019: AASCD assessment window opens.

April 12, 2019: AASCD assessment window closes.

June 4, 2019 AASCD Family Reports Arrive in Districts

NOTICE OF PUBLIC COMMENT PERIOD

Evidence that the state provided notice and a reasonable opportunity for the public and districts and community schools to comment and provide input on the request. This evidence must include:

- ***Evidence or a description of the manner in which the state provided such notice to the public and interested districts and community schools;***
- ***Copies of all comments that the state received from districts and community schools in response to this notice, with a description of how the state addressed the comments; and***
- ***Evidence that the state also provided notice and a reasonable opportunity to comment to the public and districts and community schools in the manner in which the state customarily provides similar notice and opportunity to comment.***

The Department is accepted public comments from Oct. 5 – Oct. 31, 2018. Stakeholders received notification of the draft state waiver extension request through email and newsletter announcements. The Department sent an email invitation to comment on the waiver extension request to all district and community school superintendents, special education contacts and testing coordinators. Notification for public comment was included in multiple editions of the Department's EdConnection newsletter.

Responses to public comments will be available [here](#).

APPENDIX

- A. Train-the-trainer event for test administration training sample slides, November 2017
- B. AASCD participation rates added to Special Education Profiles and Ratings, sample presentation slide
- C. Ohio Statewide Testing and Students with Disabilities Advisory Committee Meeting Agenda, May 2018
- D. Monthly SST Directors' Meetings Agendas for September 2017 and January 2018
- E. Multi-State Alternate Assessment Work Group Agenda, February 2018
- F. Regional Central Ohio Special Education Administrators Agenda, February 2018
- G. Parent meetings led by Office for Exceptional Children staff: Parent Public Meeting Notice and Parent Notification Letter
- H. Ohio Association of Pupil Service Administrators Meeting Slides, February 2018
- I. Office for Exceptional Children Comprehensive Monitoring Process evidence: Discussion outline, sample eligibility review, record review tool, sample record review questions, sample record review tally
- J. District Self-Review Summary Report
- K. State Advisory Panel for Exceptional Children (SAPEC) Agendas, September 2017 and February 2018
- L. State-wide email notification regarding district justification forms
- M. State-wide email notification regarding public posting of waiver request

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OHIO'S ALTERNATE ASSESSMENT
FOR STUDENTS WITH
SIGNIFICANT COGNITIVE
DISABILITIES

Refresher
Test Administration Training

Ohio Department of Education
American Institutes for Research



Training Objectives

2

- Know what you must do to prepare for the Ohio AASCD administration; be familiar with the testing materials and know what is allowed and not allowed during administration.
- Understand how to determine where your students will begin the assessment.
- Understand the process for entering student scores
- in the online data collection system called the Data Entry Interface (DEI).



Who Takes the AASCD?

5

- The reauthorized Individuals with Disabilities Education Act (IDEA, 2004) reflects the intent to extend educational accountability and reform to all students, including those with disabilities.
- This legislation, along with the federal Every Student Succeeds Act (ESSA) and Ohio law (Senate Bill 1, House Bill 3), mandates that all students with disabilities be included in general state and district-wide assessment programs.

Students with Disabilities Assessment Participation

6

1. General assessment without accommodations (most students)
2. General assessment with allowable accommodations (many students with disabilities)
3. Alternate Assessment (small number of students with the most significant cognitive disabilities)

Participation Criteria

7

- The student has a significant cognitive disability.
- The student is learning content linked to (derived from) Ohio's Learning Standards, i.e., Ohio's Learning Standards–Extended.
- The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.
- The student cannot participate in the general statewide assessment with or without accommodations, as appropriate, based on his/her IEP.



Participation in the AASCD is **NOT BASED** on:

8

- A disability category or label
- Poor attendance or extended absences
- Native language, social, cultural, or economic difference
- Expected poor performance on the general education assessment
- Academic and other services student receives
- Educational environment or instructional setting
- Percent of time receiving special education services



Companion Document

9

- Can be used by teams in addition to participation.
- Requires various data sets.
- Starts with what the decision is NOT based on.
- Does NOT include IQ.
- Majority of responses should be in the right columns.



Test Security

10

- Security is vital for future administrations, as well as the current administration.
- You are responsible for ensuring the security of the content of all materials.
- Your responsibility for the security of test questions and materials does not end when materials are returned.



Test Security Law

11

- Under Ohio law (OAC 3301-13-05; ORC 3319.151; ORC 3319.99), **releasing any test question or other content of a test to students or assisting students to cheat in any way** may result in invalidation of test scores, termination of employment, suspension of license to teach, and/or prosecution.
- A test incident must be reported** to the Ohio Department of Education as soon as it becomes known to the district. Investigations involving breaches in security (violating the Ohio Administrative Code) must be documented and submitted to the Ohio Department of Education within 10 days following the conclusion of the investigation.
- A summary of state security provisions is included in Rule 3301-13-05 of the Administrative Code.



Contact Information

86

For questions about test administration or receiving or returning materials:

Ohio Help Desk

1-877-231-7809

Ohhelpdesk@air.org



Alternate Assessment Portal

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For more information:

- Visit the Ohio Alternate Assessment Portal at <http://oh.portal.airast.org>.

Note: No username or password is required to access the portal itself.

- Access online systems
- Find resources
- FAQs



Additional Training

88

State Support Teams

Education.ohio.gov

Key Word Search *State Support Team*



18-19 Profile Changes

The 18-19 Profiles will include Participation in Math and ELA Alternate Assessments, similar to the 2018 Ratings

Participation in Math Alternate Assessments Target: $\leq 1.00\%$ Result: **1.66%** Points: TBD

Students Taking Math Alternate Assessments: **40**

Total Students Assessed in Math: **2411**

[+ MORE INFORMATION](#)

Participation in English Language Arts Alternate Assessments Target: $\leq 1.00\%$ Result: **1.45%** Points: TBD

Students Taking English Language Arts Alternate Assessments: **40**

Total Students Assessed in English Language Arts: **2765**

[+ MORE INFORMATION](#)



Ohio Statewide Testing and Students with Disabilities Advisory Committee Meeting Agenda

May 16, 2018
8:30 AM – 3:00 PM
Quest Business Center

8:30 AM

(5) Welcome, Introductions and Housekeeping

(60) Spring 2018 Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)

- Student Participation Data - Andrew
- Survey Feedback – AIR
- Braille materials - Andrew

(45) Future of AASCD – 2.0 Online Testing

- Overview of Online Testing Implementation
 - IFT Demo
- Best Practices

(30+) Extended Standards and Learning Progressions – Andrew and Shawna

(20) High School AASCD content

(30) 1% cap under ESSA and state waiver – Dr. Virginia Ressa

Ohio Department of Education Updates

- (20) General spring testing update
- (15) Graduation rate of students with disabilities
- (30) Graduation requirements for students with disabilities – Excusing students
- (20) OELPA Domain exemptions
- (10) Alt-OELPA & LCI
- (5) Extended EL standards
- (15) DIAMOND project

Questions, Complete Demographic Sheets and Evaluations



AMERICAN INSTITUTES FOR RESEARCH®

Multi-State Alternate Assessment Work Group

February 20, 2018

1:00 - 4:00 PM

Orchid D Meeting Room

Hyatt Regency Miami

400 SE 2nd Ave.

Miami, FL 33131

Topics for Discussion

Welcome and Introductions

State Updates

Cog Labs

Learner Characteristics Inventory

Performance Level Descriptions

Additional Topics

- 4:00-5:30 pm time will be reserved for states participating in the Item Sharing MOU to meet (agenda to follow)

STATE SUPPORT TEAM DIRECTORS MEETING AGENDA

DATE: Thursday, September 14 & Friday, September 15, 2017
LOCATION: ESC of Central Ohio, 2080 CityGate Drive, Columbus, Ohio 43219
TIME: Thursday: 9:00 a.m. – 4:00 p.m.
 Friday: 8:30 a.m. – 1:00 p.m.

THURSDAY, SEPTEMBER 14, 2017

- 9:00 a.m. Welcome and Introductions**
Wendy Grove, Kim Monachino, Jo Hannah Ward
- 9:30 a.m. Early Literacy Workgroup**
Melissa Weber-Mayrer
- 11:00 a.m. Review of FY18 Performance Agreement and Goal Setting**
Jo Hannah Ward, Jessica Dawso, Sophie Hubbell, Sherri Panizo, Kara Waldron
- LUNCH 12:30 - 1:30 p.m.**
- 1:30 p.m. Activity – What is Our Work?**
Kim Monachino, Jo Hannah Ward, Jessica Dawso, Sophie Hubbell
- 3:00 p.m. Combined Technical Assistance**
Kim Monachino, Jo Hannah Ward, Jessica Dawso, Sophie Hubbell
- 3:30 p.m. Wrap Up**

FRIDAY, SEPTEMBER 15, 2017

- 8:30 a.m. Welcome**
Kim Monachino, Jo Hannah Ward
- 9:30 a.m. Significant Disproportionality Presentation and Discussion**
Koro Waldron & Virginia Ressa
- 11:30 a.m. Alternate Assessment 1% Presentation and Discussion**
Andrew Hinkle & Wendy Stoico
- 12:30 p.m. Wrap Up & Next Steps**

STATE SUPPORT TEAM DIRECTORS MEETING AGENDA

DATE: January 19, 2018

LOCATION: ESC of Central Ohio
2080 Citygate Drive, Columbus, Ohio 43219

FRIDAY, JANUARY 19TH

- 8:30 a.m. Welcome and Announcements – Kim Monachino and Jo Hannah Ward**
- **University of Cincinnati PD Opportunity**
 - **Deep Equity Conference – June 14 & 15**
 - Shelly Gaski has checked and there are meeting rooms available at the Cuyahoga County ESC if we would like to move the June Director Meeting to June 12 and 13 – or possibly narrow it to one day – June 13? That way, Directors wishing to attend the institute would already be in the Cleveland area.
 - Keep the Director meeting in Columbus, but consider re-scheduling to June 12 and 13?
 - Keep everything the way it is currently scheduled.
- 8:45 a.m. Debrief – Literacy Academy – Melissa Weber-Mayrer**
- 10:15 a.m. Break**
- 10:30 a.m. Data Discussion – Matt Loesch and Paul Conaway**
- 11:30 a.m. Working Lunch – OEC and OII Dialogue – Kim Monachino and Jo Hannah Ward**
- 1:30 p.m. Wrap Up**



State Support Team - Region 11
 2080 Citygate Drive | Columbus, Ohio 43219
 p: 614.753.4694 | f: 614.753.4699 | www.sst11.org

Central Ohio Special Education Administrators
February 9, 2018
9:00-11:30

Agenda

- 8:30-9:00 Registration
- 9:00-9:45 *"Alternate Assessment and Diverse Learners Update"*
 Andrew Hinkle, Education Specialist, Office for Exceptional Children
 Ohio Department of Education
- 9:45-10:00 *"IEP/ETR Update"*
 Gregory Mathews, Assistant Director, State Support Team Region 11
- 10:00-10:10 BREAK
- 10:10- 10:30 *"Federal Program Resources and Support"*
 Reginal Lukich, Director, Program Resources, ESCCO
- 10:30-11:00 *"Implementing MTSS in Marysville Exempted Village"*
 Kim Jude, Director, Student Services, Marysville Exempted Village
- 11:00-11:30 MTSS SPOT Activity and Share out

Topics for next meeting



ATTENTION PARENTS

Notice of Public Meeting

██████████ City Schools Special Education Program

Office for Exceptional Children

25 South Front Street
Columbus, Ohio 43215
www.education.ohio.gov
(877) 644-6338

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

The ██████████ City Schools has been selected by the Ohio Department of Education, Office for Exceptional Children (OEC), for a review of its special education program. OEC will be in the district on October 25, 2016 to complete this review.

OEC is asking parents, guardians and other members of the public to share their views on the ██████████ Schools special education program. OEC staff will be at ██████████ High School/Community Room ██████████ ██████████ to take public comments on October 25, 2016 from 5:00 p.m. to 6:00 p.m.

If you would like to provide comments in writing, please email:
██████████@education.ohio.gov

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



John R. Kasich, Governor
Paolo DeMaris, Superintendent of Public Instruction

December 19, 2017

Parent or Guardian

Dear Parent or Guardian

The Ohio Department of Education's Office for Exceptional Children recently reviewed a sample of special education records in Lake County Board of DD as part of Ohio's state monitoring responsibilities under the Individuals with Disabilities Education Improvement Act (IDEA). The review included the following components:

- **Child Find** to ensure all children with disabilities who are in need of special education and related services are evaluated as required by IDEA.
- **Delivery of Services** to ensure that each child with a disability has an Individualized Education Program (IEP) that is developed, reviewed, and revised in a meeting and implemented as required by IDEA.
- **Least Restrictive Environment (LRE)** to ensure, to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled.
- **Discipline** to ensure that the IEP team specifically considers the child's behavioral needs if the child's behavior impedes his or her learning or the learning of others.

The following area(s) of non-compliance were found in your child's Evaluation Team Report (ETR) and/or Individualized Education Program (IEP):

- **Child Find:** 3 finding(s) of non-compliance,
- **Delivery of Services:** 6 finding(s) of non-compliance,
- **Least Restrictive Environment:** 1 finding(s) of non-compliance,
- **Discipline:** 0 finding(s) of non-compliance.

These findings require correction by your child's IEP team within the next 60 school days.

If you have not already been contacted by the school district about this matter, a district representative will be contacting you soon to set up a date to address the correction of the finding(s). If you have any questions, you may contact Lake County Board of DD's office at 440-602-1000 and/or the Office for Exceptional Children, Steven Moran, Education Program Specialist, at steven.moran@education.ohio.gov, 877-644-6338 (toll free) or (614) 752-2146.

You are an important member of your child's IEP team, and your input is valuable in making the changes needed to improve your child's educational experience. Thank you for your continued involvement in your child's learning.

Sincerely,

(b)(6)

Olivia Schmidt, Assistant Director
Office for Exceptional Children

Cc:

25 South Front Street
Columbus, Ohio 43215
education.ohio.gov

(877) 644-6338
For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.



ODE Updates - OAPSA
February 2, 2018

Ohio | Department of Education

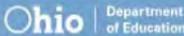
**Office for Exceptional Children
Updates**

- Gifted Advisory Council
- Gifted Cost Study
- New ETR and IEP forms
- Transition
- 1% Alternate Assessment
- Literacy

Ohio | Department of Education

IEP Form

- Section 12 (Testing)
 - Met participation requirement?
 - Is the child participating in the Alternate Assessment for Children with Significant Cognitive Disabilities?
 - Ohio AASCD Participation Criteria document



Questions that must be considered during discussion surrounding a student's participation in the AASCD

What the decision is NOT based on

Ohio Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)
Participation Criteria

Participation in the Ohio AASCD reflects the pervasive nature of a significant cognitive disability and requires the answer to ALL of the following participation criteria be YES. A student who participates in the AASCD participates in this assessment for all content areas.

Participation Criteria	Participation Criteria Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
1. The student has a significant cognitive disability.	Review of student records indicates a disability or multiple disabilities that significantly impact interactive functioning and adaptive behavior. <i>*Adaptive behavior is defined as essential for someone to live independently and to function within society.</i>	Yes / No
2. The student is learning content linked to (derived from) Ohio's Learning Standards, i.e. Ohio's Learning Standards – Extended (OLSE).	Goals and instruction documented in the IEP for this student are linked to the selected grade level standards and address knowledge and skills that are appropriate and challenging for this student.	Yes / No
3. The student requires extensive direct individualized instruction and societal supports to achieve measurable gains in the grade and age-appropriate curriculum.	The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	Yes / No

Evidence for the decision to participate in the AASCD is NOT based on:

1. A disability category or label
2. Prior attendance or extended absence
3. Native language/codes, cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education services
8. English learner (EL) status
9. Low reading level/achievement level
10. Anticipated disruptive behavior
11. Impact of student status on the accountability system
12. Administration decision
13. Anticipated emotional status
14. Need for accommodations (e.g., assistive technology/AAC) to participate in the assessment process

School District Representative (Name) (Date) _____

General Education Teacher (Name) (Date) _____

Parent/Guardian (Name) (Date) _____

Instruction Specialist (Name) (Date) _____

August 23, 2014

Documentation for each is required and should be reflected in daily instruction, IEP services, ETR implications for instruction etc.

Required signatures/ participation



Alternate Assessment 1% cap

There is no longer an accountability cap on district participation.



1% cap on the state.



District Justification/ State Waiver

District Justification

- 619 submissions
- Will be posted on ODE website

Ohio's State Waiver

- Public Comments will be posted
- Submitted November 20, 2017

Alternate Assessment

- Review your decision making process
- Use flowchart and companion document
- Look at disability categories
- Is the AA decision appropriate?
- Is the decision documented in the IEP?
- We will look at ETRs that don't make sense:
SLD, OHI, ED, S&L, etc.

Alternate Assessment Exploration

1. Records Reviewed
 - a. 34 Records
 - b. Disability Categories – (AUT, ED, HI, SLD, OHI-MIN, OHI-MAJ)
 - i. *rationale: disability categories not typically seen on alternate assessment, AUT: high number*
 - c. Interrater Component within the office including discussion, using Ohio Department of Education flowchart, and Ohio Operating Standards for clarification.
 - d. FINDINGS:
 - i. 17 justified for alternate assessment
 - ii. 12 not justified in their qualification for the Alternate Assessment
 - iii. 3 Inconclusive due to inadequate assessment information being provided (AUT, AUT) did not include adaptive or other
 - iv. 2 Not applicable- student was removed from alternate assessment at previous annual IEP meeting (documentation provided)
 - v. 4 Disability Category in Question – OHI-MAJ (3), OHI-MIN (1)
2. Discussion surrounding records

Questions for discussion

1. Justification for alternate assessment- (Section 12), the statement “He/She is performing at more than two/three grade levels below his peers. He will participate in Alternate Assessment” in multiple IEPs
2. Student who would qualify under ID based on IDEA definition are being labeled as Autistic- 3+situations
 - a. Importance of correct diagnosis
 - b. OHI-MIN, OHI-MAJ, AUT, MD- clarification to the specific identifications
3. Copy and paste assessment results in multiple ETR pertaining to students with the same disability identification under implications for instruction, and educational needs. In some instances, 23 things (Listed A-W)
 - a. Individualization of “Description of Educational Needs” and “Implications for Instruction and Progress Monitoring”
 - i. The disability category does not drive what is put in these sections. The needs of the individual student are what needs to be considered
4. No ETR for students attending schools on JPS- district is under the assumption it was not their responsibility
 - a. 3301-51-08
 - b. Directly from [REDACTED]

Who is responsible for evaluating students that are interested in applying for the Jon Peterson Special Needs Scholarship (JPSN)?

Normally, the district of residence conducts an initial evaluation. If the student is determined to be a child with a disability, the district of residence will also conduct reevaluations.

If the child is enrolled in a non-public school, then the district where the nonpublic school is located is responsible for conducting the initial evaluation and reevaluations.

Who is responsible for preparing the IEP for the student?

The district of residence develops an initial IEP that offers a free appropriate public education (FAPE) and annually updates the IEP.

<http://education.ohio.gov/Topics/Other-Resources/Scholarships/Special-Needs-Scholarship/Jon-Peterson-Scholarship-For-Districts/District-FAQs#FAQ532>

*OAC 331-101-02 Jon Peterson special needs scholarship program established.
(E) The following prohibitions and provisions apply to the program:*

(2) The responsibility for developing the child's IEP lies with the school district in which the child is entitled to attend school, or the child's school district of residence, if different. The school district of residence has the primary responsibility for developing a child's IEP.

The above section then lays out the circumstances in which another school district can develop an IEP (e.g., if the district of residence has agreed for that district to do so). See <http://codes.ohio.gov/oac/3301-101-02>

These requirements align with the fact that a school district of residence is still obligated to meeting Child Find requirements (to identify, locate and evaluate) for all students with disabilities in its jurisdiction, including students in nonpublic schools.

Assistant Legal Counsel

Office of Chief Legal Counsel

5. Section 2 ETR- Reason for Evaluation
 - a. "The law requires that a reevaluation is done every three years for all students who receive special education services"
6. PR-01- Description of options IEP team has considered and the reason these options were rejected
 - a. "This prior written notice is required by The Ohio Department of Education"
7. Subtests that would help provide qualitative and quantitative data to support Autism label should be included in the ETR of that student. Without these tests, the diagnosis only provides a label opposed to information that can be considered for the academic setting.
8. ETR and plan form- informed consent does not match what is being assessed (23/33 ETRs- 1 ETR not included, 2 expired)
 - a. Importance of informed consent and plan form.
9. If a record review is considered appropriate
 - a. What situations
 - b. Consent to waive evaluation must be included
 - c. What needs to be included and brought forward regarding previous assessments in consideration for development of new IEP
10. Home instruction practices, policies, and procedures
 - a. When is it determined appropriate?
 - b. What is done to reintegrate the student?
 - c. Record keeping- multiple instances when DASL/Attendance does not reflect placement of the student
 - d. IEP requirements for students- the team needs to reconvene and the LRE statement must be amended to reflect the change of placement. This cannot be done unilaterally and must be agreed upon by the team.
 - e. Accompanying

Record #	Category	AA QUALIFICATION	Disability Category In question	Plan Matches ETR	Missing
1	AUT	Yes		N	
2	ED	Does not qualify		Y	
3	ED	No longer on AA		N	
4	SLD	Does not qualify		N	
5	AUT	Does not qualify		N/A	ETR- Scholarship
6	HI	Does not qualify		N	Section 12 IEP
7	AUT	Yes		Y	
8	AUT	Yes		N	
9	ED	Does not qualify		N	Current ETR waived
10	ED	Does not qualify		Y	
11	AUT	Inconclusive		N	
12	AUT	Yes		Y	
13	AUT	Inconclusive		Y	
14	SED	Does not qualify		N	
15	OHI-MAJ	Yes	*** MD?	N	
16	AUT	Yes		Y	
17	AUT	Inconclusive		N	
18	SLD	Does not qualify		N	
19	AUT	Does not qualify		Y	
20	HI	No longer on AA		N	
21	AUT	Yes		N	
22	AUT	Yes		N	
23	AUT	Yes		Y	
24	AUT	Yes		N	
25	AUT	Yes		Y	
26	AUT	Yes		N	Updated ETR (2012)
27	OHI-MIN	Yes	*** MD?	N	
28	OHI-MAJ	Yes	*** MD?	N	
29	AUT	Does not qualify		N	
30	AUT	Yes		N	Updated ETR (2010)
31	AUT	Yes		N	
32	OHI-MAJ	Does not qualify	*** MD?	Y	
33	AUT	Does not qualify		N	
34	AUT	Yes		N	

AA and LRE
June 6, 2018

Name	Disability	IEP Date	AA	LRE Statement	Comments
█	AU	03/23/17	No	All classrooms at █ are comprised of at least 50% of the students having disabilities.	
█	AU	12/01/17	No	Because of the type of population that █ Secondary services, all classrooms have at least 50% of the students having special needs.	
█	AU	10/24/17	No	Marked YES, no statement	
█	ID	10/24/17	No	Marked YES, no statement	
█	ED	12/06/17	No	All classrooms at █ are comprised of at least 50% of the students having disabilities.	
█	ED	11/15/17	No	All classrooms at █ are comprised of at least 50% of the students having disabilities.	
█	ED	10/25/17	No	Because of the type of population that █ Secondary services, all classrooms have at least 50% of the students having special needs.	
█	ED	10/19/17	No	Because of the type of population that █ Secondary services, all classrooms have at least 50% of the students having special needs.	
█	MD	04/28/17	Yes	All classrooms at █ are comprised of at least 50% of the students having disabilities. Due to confidential matters being discussed, student will receive his counseling in the behavior specialist's office.	Only concern-multistep word problem with two operations as IEP goal.
█	OHI-Minor	01/31/18	No	Because of the type of population that █ Secondary services, all classrooms have at least 50% of the students having special needs.	
█	OI	05/05/17	No	All classrooms at █ are comprised of at least 50% of the students having disabilities. Student will also spend 50 minutes monthly in the therapy room with the Occupational Therapist to address his fine motor skills and 120 minutes in the therapy room with the Physical Therapist to address his gross motor skills.	
█	SLD	11/06/17	No	Because of the type of population that █ Secondary services, all classrooms have at least 50% of the students having special needs.	
█	SLD	10/05/17	No	Marked YES, no statement	
█	OHI-Minor	01/31/18	No	Because of the type of population that █ Secondary services, all classrooms have at least 50% of the students having special needs.	
█	OHI-Minor	10/06/17	No	Because of the type of population that █ Secondary services, all classrooms have at least 50% of the students having special needs.	
█	ID	10/03/17	Yes	NO STATEMENT	Not supported by IEP goals.
█	AU	10/27/17	No	Student currently resides in a residential treatment center. As a result, he is being educated under the HOSPITAL/HOMEBOUND model. He receives specially designed instruction in a small group setting (8 or less students) to allow more individual attention and support.	

██████	ID	03/02/17	Yes	He is being educated under the HOSPITAL/HOMEBOUND model. He receives specially designed instruction in reading, math, writing and behavior in the resource room in a small group (2-3 students max) with the Intervention Specialist and specially designed instruction in a small group (6-8 max) in the classroom with 50% or more students with disabilities under the General Education Teacher. The Speech Pathologist will provide his speech therapy minutes in the resource room.	IEP does not support significant disability-cognitive ability
███	ED	12/20/17	No	Student currently resides in a residential treatment center. As a result, he is being educated under the HOSPITAL/HOMEBOUND model. He receives specially designed instruction in a small group setting (up to 10 students) and one-to-one tutoring as needed with multiple-modality and computer-based programs which focuses on academic leveling and instructional games as well as a positive behavior system which allows student to earn incentives and rewards.	
███	ED	04/19/17	Yes		Not supported as significant disability.
███	ED	09/04/17	No	All classrooms at ████████ are comprised of at least 50% of the students having disabilities. Check	
███	MD ????	10/23/17	Yes	He is being educated under the HOSPITAL/HOMEBOUND model. Specially designed instruction is provided in a classroom with 50% or more students with disabilities under the General Education Teacher.	Not supported as significant disability.
███	OHI-Minor	12/19/17	No	Student currently receives approximately 4 hours of academic instruction through a HOSPITAL/HOMEBOUND model due to her placement in a residential facility with disabled and non-disabled peers. The population of students within the residential facility can vary.	
███	OHI-Minor	10/03/17	No	Classrooms at ████████ are comprised of at least 50% of the students having disabilities. Classrooms have 6-8 students, one teacher and a teaching assistant in both Math and Language Arts Classrooms.	
███	SLD	10/10/17	No	She is being educated under the HOSPITAL/HOMEBOUND model while placed in the residential facility. Specially designed instruction is provided in a classroom with 50% or more students with disabilities.	
███	ED	10/18/17	No	Student is being educated under the HOSPITAL/HOMEBOUND model while placed in the residential facility. Student receives specially designed instruction in a small group setting for more individual attention and support	
███	ED	12/04/17	No	NO LRE STATEMENT	
███	ID	10/24/17	No	NO LRE STATEMENT	

Record Review Item #	Regulation	Question	R1	R2	R3	R4	R5	R6	R7	R8
Child Find										
CF-1	300.305(a) and 3301-51-11(c)(1)(a)	For children transitioning from Part C, did the district utilize child information from the Individual Family Service Plan (IFSP) and other documentation provided by Help Me Grow in suspecting or when determining eligibility for Part B supports and services? *Preschool Only								
CF-2	3301-51-06	Does the district provide interventions to resolve concerns for any school-age child who is performing below grade-level standards?								
CF-3	300.501(b)(1) and 3301-51-06(E)(2)(a)	Were the parents/guardians afforded an opportunity to participate?								
CF-4	300.304(c)(4); OAC 3301-51-01; and OAC 3301-51-06	Is there evidence that the evaluation addresses all areas related to the suspected disability? Including: Health Vision and hearing; Social and emotional status; General intelligence; Academic performance; Communicative status; and Motor abilities.								
CF-5	300.306(c)	Does the ETR clearly state the summary of assessment results?								
CF-6	300.306(c)	Does the ETR contain a clear and succinct description of educational needs?								
CF-7	300.306(c)	Does the ETR contain specific implications for instruction and progress monitoring?								
CF-8	300.306(a)(1)	Determining Eligibility Did a group of qualified professionals and the parent of the child determine whether the child is a child with a disability?								
Delivery of Services										
DS-1	SPP Indicator 13 300.320 (b) 3301-51-07(H)(2)	Does the transition plan in the current IEP meet all 8 required elements for IDEA?								
DS-2	300.320(a)(1)	Does the IEP include Present Levels of Academic Achievement and Functional Performance (PLOP) that address the needs of the student?								
DS-3	300.320 (a)(2)(i)	Do annual goals address the child's academic area(s) of need?								
DS-4	300.320(a)(2)(i)	Do annual goals address the child's functional area(s) of need?								
DS-5	300.320(a)(2)(i)	Are annual goals stated in measurable terms?								
DS-6	3301-51-07 (B) & (C) 3301-51-07(H)(1)(d) 3301-51-07(L)	Was progress reporting data collected and analyzed to monitor performance on each goal? <i>This refers to progress reporting data used to inform instruction.</i>								
DS-7	300.320(a)(4) 3301-51-07(H)(1)(e)(i)	Does the IEP contain a statement of specially designed instruction that addresses the needs of the child and supports annual goals?								
DS-8	3301-51-07 (1) (2)	Do subsequent IEPs contain measurable annual goals and services/placement consistent with progress made?								
DS-9	300.320(a)(7) 3301-51-07(H)(1)(i)	Does the statement of specially designed instruction indicate the location where it will be provided?								
DS-10	300.320(a)(7) 3301-51-07(H)(1)(i)	Does the statement of specially designed instruction indicate amount of time and frequency?								
DS-11	300.320(a)(4) 3301-51-07(H)(1)(e)	Does the IEP identify related services that address the needs of the child and support annual goals?								
DS-12	300.320(a)(7) 3301-51-07(H)(1)(i)	Does the statement of related services indicate the location where they will be provided?								
DS-13	300.320(a)(7) 3301-51-07(H)(1)(i)	Does the statement of related services indicate amount of time, duration and frequency?								
DS-14	3301-51-07 (H)(1)(d)(e)	During the IEP Verification process, was there evidence of the following? 1. Teacher has copy of IEP(s) for SWD(s) in the classroom. 2. Teacher is ware of contents of IEP(s) for which he/she is responsible and what should be implemented within the classroom.								

		<p>3. Teacher is providing what is required in IEP. 4. Addressing goals/objectives as per IEP. 5. Specially designed instruction; Related services; Accommodations; Modifications; and/or Assistive technology provided as per IEP. 6. Setting for instruction as described in the LRE statement. Ongoing Progress Monitoring. 7. Transition Services are being delivered as written.</p>																
DS-15	3301-51-07 (L)	During this school year, were revisions to the IEP made based on data indicating changes in student needs or abilities?																
DS-16	300.324(a)(2)(v) 3301-51-01(B)(3)	Does the IEP identify assistive technology to enable the child to be involved in and make progress in the general education curriculum?																
DS-17	300.320(a)(6)(i) 3301-51-07(H)(1)(g)	Does the IEP identify accommodations provided to enable the child to be involved in and make progress in the general education curriculum?																
DS-18	300.320(a)(4) 3301-51-07(H)(1)(e)	Does the IEP identify modifications to enable the child to be involved in and make progress in the general education curriculum?																
DS-19	300.320(a)(4) 3301-51-07(H)(1)(e)	Does the IEP identify supports for school personnel to enable the child to be involved in and make progress in the general education curriculum?																
DS-20	300.321(1)-(5) 3301-51-07(I)	Did the IEP meeting consist of a qualified team?																
Least Restrictive Environment																		
LRE-1	300.320(a)(5) 3301-51-07(H)(1)(f)	Does the IEP include an explanation of the extent to which the child will not participate with nondisabled children in the general education classroom?																
Discipline																		
DIS-1	300.530(e)(1) 3301-51-05(K)(20)(e)	Did the district conduct a manifestation determination to determine the relationship of the child's behavior of concern to the child's disability?																
DIS-2	300.530(e)(1) SPP Indicator 4	Was the manifestation determination conducted within 10 school days of the district's decision to change the placement of a child with a disability? (When a student is removed for more than 10 days, this is																
DIS-3	300.530(f)(1) (i)-(ii) 3301-51-05(K)(20)(f)	Did the district conduct a functional behavioral assessment (FBA) after the manifestation determination? (Unless the district conducted the FBA before the behavior that resulted in the change of placement.)																
DIS-4	300.530(f)(1) (i)-(ii)	Did the district develop a behavioral intervention plan (BIP) for the child as a result of the FBA? OR If the BIP had already been developed, did the district review the BIP after the manifestation determination and modify it as necessary to address the child's behavior?																
Data Verification																		
DV-1	300.645	Did the child have an IEP in effect on October 31?																
DV-2	300.645	Does the child have an ETR in effect on October 31 on file?																
DV-3	SPP Indicator 20: Accurate and Timely Reporting of Special Education Event Record	Does the child's EMIS data accurately reflect information from the student record, specifically: a) DOB b) IEP dates (IEP, RIEP, TIEP, CIEP, or FIEP events) on special education event record c) ETR dates (IETR, RETR, TETR) on special education event record d) Referral date on special education event record e) Consent date on special education event record f) Disability category as indicated as an outcome of ETR on special education event record g) Admission date (district will provide documentation) h) Withdrawal date (district will provide documentation.) i) Non-compliance reason for ETR or IEP dates																
DV-4	SPP Indicator 11 300.301(c)(1)(i)	Was the initial evaluation conducted within 60 days of the district receiving parental consent for the evaluation?																

Record Review Item #	Question	YES	% Yes	NO	% No	# Records
CF-1	For children transitioning from Part C, did the district utilize child information from the Individual Family Service Plan (IFSP) and other documentation provided by Help Me Grow in suspecting or when determining eligibility for Part B supports and services? *Preschool Only	0	0%	0	0%	0
CF-2	Does the district provide interventions to resolve concerns for any school-age child who is performing below grade-level standards?	0	0%	0	0%	0
CF-3	Did the evaluation planning team include the parent?	0	0%	0	0%	0
CF-4	Is there evidence that the evaluation addresses all areas related to the suspected disability?	0	0%	0	0%	0
CF-5	Does the ETR clearly state the summary of assessment results?	0	0%	0	0%	0
CF-6	Does the ETR contain a clear and succinct description of educational needs?	0	0%	0	0%	0
CF-7	Does the ETR contain specific implications for instruction and progress monitoring?	0	0%	0	0%	0
CF-8	Determining Eligibility Did a group of qualified professionals as appropriate to the suspected disability determine whether the child is a child with a disability?	0	0%	0	0%	0
DS-1	Does the transition plan in the current IEP meet all 8 required elements for IDEA?	0	0%	0	0%	0
DS-2	Does the IEP include Present Levels of Academic Achievement and Functional Performance (PLOP) that address the needs of the student?	0	0%	0	0%	0
DS-3	Do annual goals address the child's academic area(s) of need?	0	0%	0	0%	0
DS-4	Do annual goals address the child's functional area(s) of need?	0	0%	0	0%	0
DS-5	Are annual goals stated in measurable terms?	0	0%	0	0%	0
DS-6	Was progress reporting data collected and analyzed to monitor performance on each goal?	0	0%	0	0%	0
DS-7	Does the IEP contain a statement of specially designed instruction that addresses the needs of the child and supports annual goals?	0	0%	0	0%	0
DS-8	Do subsequent IEPs contain measurable annual goals and services/placement consistent with progress made?	0	0%	0	0%	0
DS-9	Does the statement of specially designed instruction indicate the location where it will be provided?	0	0%	0	0%	0
DS-10	Does the statement of specially designed instruction indicate amount of time and frequency?	0	0%	0	0%	0
DS-11	Does the IEP identify related services that address the needs of the child and supports annual goals?	0	0%	0	0%	0

	annual goals?					
DS-12	Does the statement of related services indicate the location where it will be provided?	0	0%	0	0%	0
DS-13	Does the statement of related services indicate amount of time and frequency?	0	0%	0	0%	0
DS-14	During the IEP Verification process, was there evidence of the items listed in the IEP Verification Checklist?	0	0%	0	0%	0
DS-15	Were revisions to the IEP made based on data indicating changes in student needs or abilities?	0	0%	0	0%	0
DS-16	Does the IEP identify assistive technology to enable the child to be involved in and make progress in the general education curriculum?	0	0%	0	0%	0
DS-17	Does the IEP identify accommodations provided to enable the child to be involved in and make progress in the general education curriculum?	0	0%	0	0%	0
DS-18	Does the IEP identify modifications to enable the child to be involved in and make progress in the general education curriculum?	0	0%	0	0%	0
DS-19	Does the IEP identify supports for school personnel to enable the child to be involved in and make progress in the general education curriculum?	0	0%	0	0%	0
DS-20	Did the IEP meeting consist of a qualified team?	0	0%	0	0%	0
LRE-1	Does the IEP include an explanation of the extent to which the child will not participate with nondisabled children in the regular education classroom?	0	0%	0	0%	0
DIS-1	Did the district conduct a manifestation determination to determine the relationship of the child's behavior of concern to the child's disability?	0	0%	0	0%	0
DIS-2	was the manifestation determination conducted within 10 school days of the district's decision to change the placement of a child with a disability? (When a student is removed for more than 10 days, this is considered a change in placement.)	0	0%	0	0%	0
DIS-3	Did the district conduct a functional behavioral assessment (FBA) after the manifestation determination? (Unless the district conducted the FBA before the behavior that resulted in the change of placement.)	0	0%	0	0%	0
DIS-4	Did the district develop a behavioral intervention plan (BIP) for the child as a result of the FBA? OR If the BIP had already been developed, did the district review the BIP after the manifestation determination and modify it as necessary to address the child's behavior?	0	0%	0	0%	0

Indicator 3c AASCD - Self-Review Summary Report

District:

DIRN:

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

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

Guiding Questions		Area of Concern?	Priority
1. How is the district ensuring that Individualized Education Program (IEP) teams are adhering to the criteria outlined in the Participation Guidelines for Ohio's Alternate Assessment in determining student eligibility for participation in the AASCD?		----	--
Summary of Analysis:	Potential Influence (Root Cause) – if identified as an area of concern		
2. What is the percentage of students with significant cognitive disabilities out of the total number of students with disabilities taking the AASCD? Are there students in disability categories that don't typically include students with significant cognitive disabilities (e.g., specific learning disability, speech		----	--

or language impairment, visual impairment, hearing impairment, emotional disturbance) taking the AASCD? Please explain why.			
Summary of Analysis:	Potential Influence (Root Cause) – if identified as an area of concern		
3. How does the district ensure that only students identified to take the AASCD are taking this assessment? Who is checking that students taking the AASCD have a required test type of “ALT” in the Special Education Event Record?		----	--
Summary of Analysis:	Potential Influence (Root Cause) – if identified as an area of concern		
4. Are schools, communities, or health program(s) drawing large numbers of families of students with the most significant cognitive disabilities to live in the district? Please name these schools, communities, or health program(s).		----	--
Summary of Analysis:	Potential Influence (Root Cause) – if identified as an area of concern		
5. How are educators that administer the AASCD trained to administer the AASCD? Who provides this training? How often is training provided?		----	--
Summary of Analysis:	Potential Influence (Root Cause) – if identified as an area of concern		
6. How do you document that all educational staff involved in the administration of the AACSD has reviewed the Test Administration Resources - Administration Manuals and Guidance Documents, Spring 2018 Online Refresher Training PowerPoint [pptx], Spring 2018 AASCD Directions for Administration Manual [pdf] and Spring 2018 AASCD Test Coordinator’s Manual [pdf]?		----	--

Summary of Analysis:	Potential Influence (Root Cause) – if identified as an area of concern		
7. Review the percentage of students taking the AASCD in grade 3, grades 4-7, grade 8 and high school. Are percentages different? Please explain.		----	--
Summary of Analysis:	Potential Influence (Root Cause) – if identified as an area of concern		
8. Are the same students taking the AASCD every year? Are there any students taking the AASCD one year then switching to the general Ohio state assessments another year? How many in the last two years? Please explain why. Are there grade levels where this is more prevalent?		----	--
Summary of Analysis:	Potential Influence (Root Cause) – if identified as an area of concern		
9. Are there students taking the AASCD in only one subject? Please explain.		----	--
Summary of Analysis:	Potential Influence (Root Cause) – if identified as an area of concern		
10. What is the percentage of students with disabilities taking the AASCD who are spending 80 percent or more of their day in general education? What is preventing students who spend most of their day in general education from accessing and being successful in the Ohio’s Learning Standards? Is professional development being provided in this area and by whom?		----	--

Summary of Analysis:	Potential Influence (Root Cause) – if identified as an area of concern		
11. Provide any additional justification of variables not covered previously that may contribute to higher numbers of students identified with significant cognitive disabilities being deemed eligible for participation in the AACSD, thus resulting in an AACSD participation rate higher than 1.0 percent.		----	--
Summary of Analysis:	Potential Influence (Root Cause) – if identified as an area of concern		
12. What are the supports and informational processes in place for key personnel who have questions regarding eligibility and administration of the AACSD?		----	--
Summary of Analysis:	Potential Influence (Root Cause) – if identified as an area of concern		
13. What types of technical assistance and training have you received from the SST and/or ODE regarding the AACSD eligibility and administration?		----	--
Summary of Analysis:	Potential Influence (Root Cause) – if identified as an area of concern		

LEA Self-Review Team

Name		Title	
Submitted by:		Phone:	Email:

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



AGENDA

9:00 AM	Call to Order <ul style="list-style-type: none"> • Roll Call • Welcome and Introductions <ul style="list-style-type: none"> ▪ New SAPEC members ▪ SAPEC meetings 	Tony Cochren, SAPEC Chairperson Kim Monachino, Director-OEC Jessica Dawso, Associate Director-OEC Sandy Kaufman Education Program Specialist- OEC
9:10 AM	Panel Business <ul style="list-style-type: none"> • Approval of SAPEC Meeting Minutes – May 11, 2017 	Tony Cochren, SAPEC Chairperson
9:15 AM	Public Comment Opportunity for non-SAPEC members to comment on agenda items or other relevant items of interest.	Tony Cochren, SAPEC Chairperson
9:20 AM	Emerging Issues/Unmet Needs³ Opportunity for Panel members to present emerging issues or unmet needs.	Tony Cochren, SAPEC Chairperson
9:25 AM	SAPEC Chairperson’s Report <ul style="list-style-type: none"> • SAPEC Bylaws and participant expectations, travel guidelines • Guidelines for submitting unmet needs and public comments • Written Agency Reports • SAPEC 2018-2019 membership application • Other 	Tony Cochren, SAPEC Chairperson Staci Anderson and Kathy Hall, Co-Chairpersons SAPEC Membership and Elections Committee
9:40 AM	Office for Exceptional Children’s Report - Director’s Update <ul style="list-style-type: none"> • Every Student Succeeds Act • State Systemic Improvement Plan (SSIP) – Early Literacy Plan; State Personnel Development Grant (SPDG) Award • 1% cap for Alternate Assessment Participation • Ohio’s Determination and Districts’ Special Education Ratings • Early Childhood IDEA Funding – changes to calculations this year • HB49 Changes affecting preschool special education • Proposed rule changes affecting preschool 	Kim Monachino, Director-OEC Jessica Dawso, Associate Director-OEC Wendy Stoica, Assistant Director-OEC Kara Waldron, Program Administrator - OEC Sophie Hubbell, Assistant Director- ELSR
10:50 AM	BREAK	

11:00 AM	<p>Introduction of Ad Hoc Committee Discussion Topics OEC staff will share background information in preparation for the Ad Hoc Committee discussions.</p> <ul style="list-style-type: none"> • Topic I: Dispute Resolution - Due Process (Monica Drvota, Assistant Director OEC and Bernadette Laughlin, Due Process Coordinator) • Topic II: Alternate Assessment Participation (Wendy Stoica, Assistant Director OEC Andrew Hinkle, Education Program Specialist) 	<p>Kim Monachino, Director-OEC Jessica Dawso, Associate Director-OEC OEC Staff</p>
11:10 AM	<p>Ad Hoc Committee Discussions (SAPEC Learning or Information Items¹) Panel members select one small group discussion topic led by OEC staff. Each group should assign the following roles:</p> <ul style="list-style-type: none"> • Recorder: will take notes for the group and submit them to OEC staff. • Group Presenter: present/share your group's suggestions. • Timekeeper: monitors the discussion time. 	<p>Kim Monachino, Director-OEC Jessica Dawso, Associate Director-OEC</p>
12:00 PM	<p>Brief Reports</p> <ul style="list-style-type: none"> • Ad hoc committee reports • Standing committee reports, if needed 	<p>Tony Cochren, SAPEC Chairperson</p>
12:10 PM	<p>SAPEC Learning or Information Items²</p> <p style="text-align: center;">Equity in IDEA: Disproportionality Virginia Ressa, Education Program Specialist- OEC</p>	<p>Kim Monachino, Director-OEC Jessica Dawso, Associate Director-OEC Kara Waldron, Program Administrator-OEC</p>
12:55 PM	<p>Agency Reports and Member Announcements Agency representatives will report on program initiatives, resources and collaborative activities that are of interest to SAPEC members.</p> <p>(Please submit your written summary to Sandy or Ludia)</p>	<p>Tony Cochren, SAPEC Chairperson Sandy Kaufman, Educational Program Specialist-OEC</p>
1:00 PM	<p>Closing Comments Motion to Adjourn Complete and submit evaluation</p>	<p>Kim Monachino, Director-OEC Tony Cochren, SAPEC Chairperson</p>

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

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

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



**State Advisory Panel for Exceptional Children (SAPEC)
Informational Webinar
February 22, 2018
11:30AM – 12:30PM**

AGENDA

11:30 – 11:35AM	<p>Call to Order</p> <ul style="list-style-type: none"> • Welcome and staff introductions <p>Purpose</p> <ul style="list-style-type: none"> • Provide an update on ODE’s progress toward addressing key policy and procedural issues related to services for children with disabilities. <p>Discussion Protocol</p> <ul style="list-style-type: none"> • Phones will be muted by the moderator. • To ask a question, please type your question in the chat box. The moderator will read your question and someone will respond or follow up after the webinar. 	Kim Monachino, OEC Director
11:35AM - 12:25PM	<p>Office for Exceptional Children Updates</p> <ul style="list-style-type: none"> • Related Services Workgroup (5 mins) • Updates on ETR and IEP Form (10 mins) • Alternate Assessment and Extended Standards (20 mins) • Ohio Literacy Update (5 mins) 	Kim Monachino, OEC Director Olivia Schmidt, OEC Assistant Director Wendy Stoica, OEC Assistant Director
12:25 – 12:30PM	<p>Closing</p> <ul style="list-style-type: none"> • Announcements, if needed • Closing remarks • Adjourn <p>Next SAPEC meeting – March 29, 2018 Quest Conference Center – Polaris 8405 Pulsar Pl, Columbus, OH 43240</p>	Kim Monachino, Director OEC

From: Ohio Ed Updates
To:
Subject: Courtesy Copy: Special Education Updates
Date: Thursday, November 30, 2017 1:16:04 PM

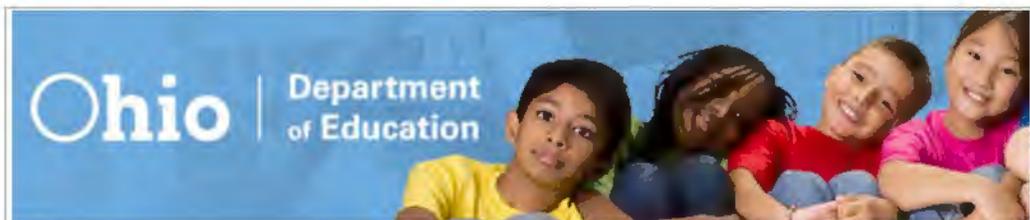
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11-30-2017



Reminder: 1.0 percent alternate assessment justification due December 1st

The Every Student Succeeds Act (ESSA) requires each district or community school to submit a justification when it expects to test more than 1.0 percent of its students using the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD). If your district expects to test more than 1.0 percent of your students using the alternate assessment, you must submit the online justification, by Dec. 1, 2017, via the link emailed to the district superintendent on Oct. 25.

Superintendents who are concerned they did not receive the email with a link to the justification form should check to see if the email was filtered into a spam, junk or clutter folder. If you check those filters and do not locate the email, please contact the K-12 Help Desk at support@ohio-k12.help. Any requests for the link to be resent must come directly from the superintendent because the link connects to a secure server.

To familiarize staff with the justification form, see a PDF version of the form [here](#). Note that the PDF sample form cannot be filled out. Your district must complete and submit its justification form via the link your district superintendent has received.

The Ohio Department of Education will review each district's or community school's justification and post it on the Department's website per federal regulation.

If you have questions, please send an email to AAparticipation@education.ohio.gov.

From: Ohio Ed Updates
To:
Subject: Courtesy Copy: Special Education Updates
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10-18-2017



Ohio Alternate Assessment Participation Waiver: Public Comment Period Open through Nov. 18

A new provision in Title I of the Elementary and Secondary Education Act of 1965 (ESEA), amended by the Every Student Succeeds Act (ESSA), addresses alternate assessments for students with the most significant cognitive disabilities. Each state must submit a waiver request to the United States Department of Education if it predicts exceeding 1 percent participation in the alternate assessment in a subject. Ohio's 2016-2017 alternative assessment participation rate was approximately 1.7 percent in reading, 1.8 percent in mathematics and 1.9 percent in science. Due to this rate, Ohio must request a waiver to the 1 percent cap for the 2018-2019 administration of the alternate assessment in reading, math and science. Ohio will be submitting a waiver to the U.S. Department of Education by November 20, 2017.

The Department will be taking public comments [here](#) on the [proposed one percent waiver](#) from Oct. 18-Nov. 18, 2017.

Report on Public Comments: One Percent Waiver Extension Request for Reading, Mathematics and Science

ESEA section 1111(b)(2)(D) and 34 CFR 200.6(c) and (d) requires the participation of students with the most significant cognitive disabilities in the alternate assessment. The Individuals with Disabilities Education Act (IDEA), most recently reauthorized in 2004, mandates that *all* children, including those with the most significant cognitive disabilities have access to the general curriculum, be involved in the general curriculum, and progress in the general curriculum. IDEA also requires that all students participate in statewide assessments. IEP teams cannot exempt students from participating in statewide assessments. The role of the IEP team is to determine *how* a student will participate in state tests, not *if* they will participate.

Federal Requirement for State Waiver Requests

The U.S. Department of Education (USDOE) requires state educational agencies (SEAs) who submit a request to waive the 1 percent participation threshold in the Alternate Assessment for students with Significant Cognitive Disability (AASCD)¹ in any subject area to provide a public comment period for the state's waiver request. The USDOE also requires that the waiver request includes evidence that the state provided notice and reasonable opportunity for the public and districts and community schools to provide input on the waiver request. This must include:

- Evidence or a description of the manner in which the state provided this notice to the public and interested districts;
- Copies of all comments the state received from districts in response to this notice, with a description of how the state addressed the comments; and
- Evidence that the state also provided notice and reasonable opportunity to comment to the public and districts in the manner in which the state customarily provides similar notice and opportunity to comment.

¹ Please note that federal law refers to this as Alternate Assessments Aligned with Alternate Academic Achievement Standards (AA-AAAS).

Public Comment: Ohio's One Percent Waiver Extension Request for Reading, Mathematics and Science

On Oct. 5, 2018, the Ohio Department of Education (Department) posted a Draft for Public Comment of its [One Percent Waiver Extension Request for Reading, Mathematics and Science](#). An accompanying message invited citizens to use a posted survey to comment on the draft from then through Oct. 31, 2018. The Department also notified all district and community school superintendents, special education contacts and testing coordinators of the public comment opportunity through its e-newsletter, [EdConnection](#), and through its email service, GovDelivery.

During the survey window, the Department received written comments from 64 respondents. The Department was able to provide an appropriate general response to majority of those comments. This document summarizes those public comments, shows the Department's responses and notes any additional actions. Comments received not on the topic of the one percent waiver extension request are not addressed.

Summarized Public Comments and Department Responses

Many comments questioned the purpose and components of the state waiver and the difference between the state waiver application and district-level justification form.

Due to a new provision in Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA, 2016), a state education agency must submit a waiver request to the USDOE if it predicts exceeding 1 percent participation, statewide, in the AASCD in any subject area. In May 2017, the USDOE sent a [memo](#) to state assessment, Title I and special education directors providing guidance on the content required for state waivers. In August 2018, the USDOE, sent a [second memo](#) to state assessment, Title I and special education directors providing guidance on the requirements to request an extension to a previously granted waiver.

Ohio submitted and was granted a waiver for school year 2017-2018. Ohio's AASCD participation rate was approximately 1.72 percent in reading, 1.81 percent in mathematics and 2.00 percent in science for school year 2017-2018. Due to these past rates, Ohio anticipates exceeding the 1 percent threshold for the 2018- 2019 administration of the AASCD in reading, mathematics and science and is requesting an extension to the current waiver.

Ohio's waiver extension request includes a plan to obtain justifications from districts and community schools exceeding the 1 percent threshold and to ensure that districts and community schools are appropriately using the state's eligibility guidelines for the alternate assessment. The waiver also includes a plan to create a statewide tiered system of support to address appropriate student participation in Ohio's AASCD.

ESSA does not permit states to prohibit districts and community schools from assessing more than 1 percent of their assessed students with an AASCD. However, the federal waiver process requires states to obtain justifications from districts and community schools that assess more than 1 percent of

their assessed students in any subject with an AASCD. Justifications must explain the need to exceed the 1 percent threshold and describe local procedures for adhering to state guidelines. Student eligibility to participate in the AASCD remains a local Individualized Education Program (IEP) team decision, not a state decision.

The federal waiver requires states to provide appropriate oversight of each district or community school required to submit a justification and must make the justification publicly available, so long as the document does not reveal personally identifiable information about an individual student.

The Department continues to work to ensure appropriate participation in the AASCD. The cornerstone of the Department's multi-faceted approach is a system of tiered intervention and monitoring designed to improve statewide implementation of eligibility guidelines for participation in the AASCD. Implementation of the tiered system of support includes collaboration with the state's 16 regional State Support Teams (SSTs). The Department provides professional learning opportunities, tools and resources to all districts and community schools (Tier 1). For districts and community schools identified with higher levels of need, the Department and SSTs provides additional monitoring and evaluation (Tiers 2 and 3).

Ohio's assessment window for the AASCD is open from Feb. 19, 2019, through April 12, 2019. Ninety days prior to the start of Ohio's testing window (Nov. 19, 2018), the Department will submit a waiver extension request to the USDOE as required by ESSA.

A prominent theme in the public comments was concern for how districts should identify students for participation in the Ohio Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD). Some comments included suggestions that students with significant cognitive disabilities should not be required to participate in state-wide standardized assessments.

Student eligibility for participation in the AASCD is a local IEP team decision, not a state decision. The Ohio Department of Education offers training, guidance and web-based resources to assist IEP teams in appropriately identifying students for participation in the alternate assessment. Web-based resources include:

[Alternate Assessment Participation Guidelines](#): This tool must be used by IEP teams to determine if a student qualifies to participate in the alternate assessment.

[Companion to Participation Guidelines and Decision-Making Flowchart](#): This document is a companion to the [Alternate Assessment Participation Guidelines](#) that assists IEP teams in making appropriate decisions regarding student participation in Ohio's AASCD. IEP teams must use various data sets in determining AASCD eligibility.

Online learning modules will be developed to assist districts and community schools in ensuring only students with the most significant cognitive disabilities participate in the AASCD. Additional online

learning will be available to support local monitoring and evaluation of AASCD policies, processes and practices. One commenter noted that Evaluation Team Reports (ETRs) should be reviewed by the Department as part of the oversight process. Records reviews already include ETRs. However, to be more explicit, the Department will add references to ETRs and IEPs in guidance documents.

A few commenters asked if 1 percent might be too low of a participation rate and if a higher percentage rate might be more appropriate. Some commenters asked about previous efforts to make a 2 percent modified assessment available.

The recent provision in Title I of ESSA is clear. Each state must submit a waiver request to the U.S. Department of Education if it predicts exceeding 1 percent participation in the alternate assessment in any subject area. In school year 2017-2018, Ohio's alternate assessment participation rates were 1.72 percent in reading, 1.81 percent in mathematics and 2.00 percent in science. Therefore, Ohio is required to request an extension to the current waiver.

The Department follows the guidance of the U.S. Department of Education's Office of Special Education and Rehabilitative Services when establishing rules for participation in the Ohio AASCD. Federal regulations no longer authorize an assessment of modified academic standards for students with disabilities. This proposed assessment would have provided an alternate assessment for the 2 percent of students with cognitive disabilities above the 1 percent significant threshold. For more information, see the [final regulations](#) related to the modified assessment (Aug. 21, 2015).

Some commenters asked what the consequences are for states that continue to exceed the 1 percent alternate assessment threshold.

As a condition of the receipt of federal funding, the Department and the districts and community schools, as subgrantees, sign assurances with the federal government agreeing to comply with all applicable federal statutes and regulations. ESSA requires the state to ensure that the total number of students assessed in such subject using the alternate assessments does not exceed 1 percent of the total number of all students in the state who are assessed in such subject. While ESSA does not impose a cap on the district for exceeding the 1 percent threshold, ESSA requires all districts that exceed the 1 percent threshold to submit a justification as to their need to exceed the threshold. Failure to comply with these federal requirements may result in a finding of non-compliance and/or placement on a corrective action plan.

Some comments included support for the request for extension of the 1 percent waiver from 2017-2018.

The Ohio Department of Education appreciates your support and time dedicated to all students. The Department aims to ensure **every** child is challenged, prepared and empowered to become a resilient, lifelong learner who contributes to society.