## Ohio Department of Education, Office for Exceptional Children

### School Year 2017-2018 District Justifications for Ohio AASCD Participation Over One Percent

<table>
<thead>
<tr>
<th>District</th>
<th>Participation Rate</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ansonia Local Schools</td>
<td>1.94%</td>
<td>The district test coordinator ensures that all test administrators are trained and meet all the requirements to be a test administrator. The Special Education team used the Alternate Assessment Decision Making Flowchart to determine which children meet the criteria and qualify for AASCD. The IEP teams are utilizing the participation criteria/framework when making decisions relative to assessment. IEP teams used various data sets in review of a student's eligibility to take the alternate assessment. The Alternate Assessment Participation Criteria to answer the three participation criteria questions: 1. Does the student have a significant cognitive disability? 2. Is the student's learning content linked to Ohio's New Learning Standards? 3. Does the student require extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum? The district has a small overall student population and it only takes a few students participating in the AASCD to exceed the 1% threshold.</td>
</tr>
<tr>
<td>Ansonia Local Schools</td>
<td>1.94%</td>
<td>The district test coordinator ensures that all test administrators are trained and meet all the requirements to be a test administrator. The Special Education team used the Alternate Assessment Decision Making Flowchart to determine which children meet the criteria and qualify for AASCD. The IEP teams are utilizing the participation criteria/framework when making decisions relative to assessment. IEP teams used various data sets in review of a student's eligibility to take the alternate assessment. The Alternate Assessment Participation Criteria to answer the three participation criteria questions: 1. Does the student have a significant cognitive disability? 2. Is the student's learning content linked to Ohio's New Learning Standards? 3. Does the student require extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum? The district has a small overall student population and it only takes a few students participating in the AASCD to exceed the 1% threshold.</td>
</tr>
<tr>
<td>Ansonia Local Schools</td>
<td>1.94%</td>
<td>The district test coordinator ensures that all test administrators are trained and meet all the requirements to be a test administrator. The Special Education team used the Alternate Assessment Decision Making Flowchart to determine which children meet the criteria and qualify for AASCD. The IEP teams are utilizing the participation criteria/framework when making decisions relative to assessment. IEP teams used various data sets in review of a student's eligibility to take the alternate assessment. The Alternate Assessment Participation Criteria to answer the three participation criteria questions: 1. Does the student have a significant cognitive disability? 2. Is the student's learning content linked to Ohio's New Learning Standards? 3. Does the student require extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum? The district has a small overall student population and it only takes a few students participating in the AASCD to exceed the 1% threshold.</td>
</tr>
</tbody>
</table>

### Notes
- The district must submit a request to Ohio AASCD Participation data to see if there are high percentages of students in disability categories that don't typically include students with significant cognitive disabilities. The IEP teams work to make sure that only students with disabilities, as defined by the Individuals with Disabilities Education Act (IDEA), are participating in AASCD. Our current trend data over the past three years shows that we are fairly consistent in all grades with an average of 2%. Our rate for the last school year was slightly below 2% at 1.82%. We see consistency across the grade levels. However, although our average is around 2%, there are some grade levels as high as 2.5%. Our IEP teams are making consistent participation decisions across all grade levels based on this trend data. A review of records indicates that our IEP teams are utilizing the participation criteria/framework when making decisions relative to assessment. IEP teams used various data sets in review of a student's eligibility to take the alternate assessment. The Alternate Assessment Participation Criteria to answer the three participation criteria questions: 1. Does the student have a significant cognitive disability? 2. Is the student's learning content linked to Ohio's New Learning Standards? 3. Does the student require extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum? The district has a small overall student population and it only takes a few students participating in the AASCD to exceed the 1% threshold. |
All of the Austintown administrative and intervention specialist staff have a current reviewed copy of the Ohio AASCD Decision Making Flow Chart dated August 25, 2014. This flow chart assists IEP teams in making decisions based on Ohio regulations on alternate assessment.

At the time of an Evaluation Team Report (ETR) meeting, where a student is determined to be identified as intellectually/cognitively disabled (ID), team members first complete, as a team, the Ohio AASCD Decision Making Flow Chart. The AASCD for each student whose IEP included the AASCD for testing we were able to reduce our participation from.

A review of the district's Special Education Profile for 2017-2018 reveals the district meets or exceeds all measured school-age categories outlined in the Profile. However, some students may be eligible for AASCD because they have significant living skill needs. Intervention specialists and district administrators are trained in use of the flowchart, as necessary, in order to ensure statewide assessment decisions are being made appropriately on a case-by-case basis.

In reviewing using a system based off of Webb's Depth of Knowledge. We offer special education placement options ranging from full inclusion, co-teaching, resource room for front/loading and review in addition to core instruction in the general classroom. Staff was encouraged to gather data around the success of these supports with their students prior to determining if they should be added to IEPs. In addition, staff was given resources to utilize in Spring 2017, the district's Academic Tier 3 Committee. The committee has started with decisions around the least restrictive environment and the next step including specially designed instruction within the setting. We have also designated supports and accommodations. Staff was encouraged to gather data around the success of these supports with their students prior to determining if they should be added to IEPs.

Since these students typically do not have significant cognitive disabilities. A review of the district's Special Education Profile for 2017-2018 reveals the district meets or exceeds all measured school-age categories outlined in the Profile.
The students involved in the AASCD have been determined by individual IEP teams making the decision for each student.

During IEP meetings the team uses the Alternate Assessment Participation Criteria to answer the three participation criteria questions:
1. Does the student have a significant cognitive disability?
2. Is the student's learning content linked to the appropriate educational path and supports students and families in achieving this.
3. When assessing valued skills that cannot be directly assessed with traditional tests for these specific students.

The AASCD Participation Criteria is as follows:
- Must have significant cognitive disabilities
- Goals and instruction are linked to grade level standards
- Student requires extensive direct instruction and substantial supports
- All requests for AASCD are to go through the local school district's SPED Director

The Bristol Local School District is ensuring that IEP teams are adhering to the criteria as outlined in the Participation Guidelines for student participation in the AASCD. We are ensuring this adherence through the process of decision making and by providing professional development on the importance of matching the test record with accommodations and standard without accommodations.

We have had zero students jump from AASCD to the general state test. Our graduation rate for students with disabilities is excellent. We have had 100% graduation rate for the past several years. This shows the district is committed to students following the general education path and supports students and families in achieving this.

80% of students should be able to meet the general testing requirements, the Berkshire district has less than 2% of their student population on alternative assessment. This shows the district is committed to students following the general education path and supports students and families in achieving this.

The alternative assessment allow staff to receive feedback in terms of relevant and defensible criteria and then data are discussed and evaluated. At this time there does not seem to be high percentages of students in disability categories that don't typically include students with significant cognitive disabilities and it seems IEP teams are making the determination to amend their services and linked their learning to Ohio's Learning Standards-Extended (OLS-E). Student's goals and objectives align to their Ohio's Learning Standards-Extended.

Therefore, the team made the determination to amend their services and linked their learning to Ohio's Learning Standards-Extended (OLS-E). Student's goals and objectives align to their Ohio's Learning Standards-Extended.

So for us 1% is only 1 student which is a very small percentage.
Karen Kehoe
Michael Wank
The ETR and IEP team refer to the "Ohio AASCD Decision Making Flow Chart" to determine if the student is eligible to participate in the Alternate Assessment for students with Cognitive Disabilities.

Laura Collie
Christy
Our special education administrator and intervention specialist are trained by our regional State Support Team on the requirements of student participation on the AASCD.

Village SD (043695)
Cincinnati
Local SD (043737)
Academy

Participation Guidelines for Ohio's Alternate Assessment are adhered to and report back to the team. The team makes sure a student who is eligible for an alternate assessment has a cognitive disability that significantly interferes with

disproportionality exist between the grade levels. Celina also has an Intervention Specialist that is a member of the Extended Standards Committee with the State. She has shared her knowledge of the committee's decision with our DLT. She

students taking the Alternate Assessment.; The vast majority of students that are participating in the Alternate Assessment have an identified disability that includes a significant cognitive disability.; The Office of Special Education has

education teacher in differentiating the curriculum so all students can have high expectations and all students can learn in inclusive settings. Hopefully this tool will assist school districts with lowering the amount of students participating in

Decision Making Flowchart for the completion of Section 12, Statewide and Districtwide Testing, of the IEP for all students with a significant cognitive disability. The students currently with special education event records reflecting their

intervention specialists receive training in administering the alternate assessment. At annual IEP meetings the team reviews current data to determine if the student continues to meet the requirements for alternate assessment.

Criteria handout. Both of these handout have been explained to all Administrators so that when they are acting as the district rep at an IEP meeting they understand the decision making criteria for the AASCD. They understand that at the

guide the discussion and decision by using evidence gathered from the student's records and academic performance in the classroom. All Intervention Specialists meet requirements for test administration including being trained to administer

students with the most significant needs. This is due to students moving into the district who have more significant needs.

location for families of children with significant medical and cognitive needs. Further, located within our district is a home called Progeny, Inc. Progeny is an organization who specializes in meeting the needs of children who have

kids. Amish students who stay enrolled within our district are those who have significant deficits that impact intellectual functioning, adaptive behavior, and extreme deficits in academics.

large rush of ninth graders. The other schools within our county have multi-categorical resource rooms that may not be located within their home school district.
School Year 2017-2018 District Justifications for Ohio AASCD Participation Over One Percent

<table>
<thead>
<tr>
<th>District Name</th>
<th>Grades Participating</th>
<th>AASCD Participation</th>
<th>Explanation of Significant Cognitive Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Academy, Coldwater</td>
<td>3-5</td>
<td>1.3</td>
<td>Students with moderate to severe disabilities.</td>
</tr>
<tr>
<td>Coldwater Public School District</td>
<td>6-8</td>
<td>2.39</td>
<td>Students with significant cognitive disabilities.</td>
</tr>
<tr>
<td>Academy, Circleville</td>
<td>9-12</td>
<td>1.3</td>
<td>Students with severe cognitive disabilities.</td>
</tr>
<tr>
<td>Local SD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cloverleaf Local Schools</td>
<td>3-5</td>
<td>40</td>
<td>Students with severe cognitive disabilities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our school district has attracted families with special needs students due to the positive reputation and quality care given to special needs students in our program. Students with moderate to severe disabilities are disproportionately served in CMSD because of the high quality service delivery and family choice.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Guidelines and Decision-Making Flowchart” for a student, if they feel that a student may be a candidate for the Alternate Assessment. The team will make their decision to place the student on an alternate assessment or on a standard test administration training.

We have 3 58 students who test in grades 3-12 and of those will take the AASCD, therefore we will exceed the 1.0 percent. Additional justification, high school who were alternately accessed during the 2016-2017 school year did not pass their math test, thus are currently in a non-tested year but therefore we will exceed the 1.0 percent.

As of Spring 2017, the alternate assessment participation rate for Crestview was 3.62 percent of 1.16 percent. This is a 2.46 percent increase from the previous year which was 1.16 percent. We have traditionally been at or under the 1% participation in Alternate Assessment. With a district tested population of less than 250 students, we have taking the AASCD. Participating students are those with significant cognitive disabilities. The district has a small overall student population. For SY16-17 the district enrolled 385 students and participate in the AASCD. The number of students that are identified in the district to participate in the alternate assessment included 18 students which exceeds the 1.0 percent cap. The school district also attracts a large number of students with significant cognitive barriers due to significant cognitive disabilities our AASCD participation rate jumps and exceeds the 1.0 percent.

In Crestview, our participation rate is more than double the state average. We have 3 58 students who test in grades 3-12 and of those will take the AASCD, therefore we will exceed the 1.0 percent.
### School Year 2017-2018 District Justifications for Ohio AASCD Participation Over One Percent

<table>
<thead>
<tr>
<th>District Name</th>
<th>Year</th>
<th>Percentage</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delaware City School District</td>
<td>2017-2018</td>
<td>3.11%</td>
<td>We have reviewed the data at our team meetings and have determined that we are following the necessary guidelines for Ohio's Alternate Assessment.</td>
</tr>
<tr>
<td>East Palestine City School District</td>
<td>2017-2018</td>
<td>2.29%</td>
<td>Students in East Palestine City School District who are participating in the AASCD are students who have cognitive disabilities and are on the extended standards at their grade level. Students participating in the AASCD are serviced either in our own special classrooms or in regular classes with additional services.</td>
</tr>
<tr>
<td>East Muskingum Local School District</td>
<td>2017-2018</td>
<td>2.52%</td>
<td>The East Muskingum District Individual Education Plan (IEP) teams are committed to the education of all students. These teams make data-based decisions about the academic and functional needs of the students. The district ensures high expectations for all students.</td>
</tr>
<tr>
<td>Lorain City School District</td>
<td>2017-2018</td>
<td>2.29%</td>
<td>We have ensured that all Intervention Specialists have the proper training to administer the Alternate Assessment test. I am a new director to this district, and am trying to fix bad past practices of the overidentification of students who are not eligible for the Alternate Assessment.</td>
</tr>
<tr>
<td>McHenry Local School District</td>
<td>2017-2018</td>
<td>2.29%</td>
<td>The District provides ongoing training to educators, counselors and administrators on allowable accessibility features. This process necessitates that services are reviewed before determining the LRE (least restrictive environment). The District ensures that all educators who administer the AASCD meet requirements for test administrators including attending regional training sessions to administer the AASCD. Every district IEP team has a copy of the Ohio AASCD Decision Making Flow Chart.</td>
</tr>
<tr>
<td>Medina City School District</td>
<td>2017-2018</td>
<td>2.29%</td>
<td>We have reviewed the data at our team meetings and have determined that we are following the necessary guidelines for Ohio's Alternate Assessment.</td>
</tr>
<tr>
<td>Southwestern Local School District</td>
<td>2017-2018</td>
<td>2.29%</td>
<td>We have ensured that all Intervention Specialists have the proper training to administer the Alternate Assessment test. I am a new director to this district, and am trying to fix bad past practices of the overidentification of students who are not eligible for the Alternate Assessment.</td>
</tr>
<tr>
<td>Vandalia-Butler Local School District</td>
<td>2017-2018</td>
<td>2.29%</td>
<td>The District provides ongoing training to educators, counselors and administrators on allowable accessibility features. This process necessitates that services are reviewed before determining the LRE (least restrictive environment). The District ensures that all educators who administer the AASCD meet requirements for test administrators including attending regional training sessions to administer the AASCD. Every district IEP team has a copy of the Ohio AASCD Decision Making Flow Chart.</td>
</tr>
</tbody>
</table>

Note: The above table provides justifications for districts with participation rates exceeding one percent in the Ohio Alternate Assessment (AASCD) for the 2017-2018 school year. Each district has provided specific reasons for their participation rates exceeding the one percent threshold, including ensuring proper training for educators, following necessary guidelines, and addressing past practices such as overidentification.
Emerson Academy attracts a high number of Free and Reduced students. The students that come to Emerson typically are behind their peers while others...
<table>
<thead>
<tr>
<th>School Name</th>
<th>Grade</th>
<th>ALT</th>
<th>AASCD</th>
<th>Category</th>
<th>PI</th>
<th>ALT Days</th>
<th>AASCD Days</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greenon</td>
<td>3-8</td>
<td>Yes</td>
<td>Yes</td>
<td>ID</td>
<td>Yes</td>
<td>2</td>
<td>10</td>
<td>G</td>
</tr>
<tr>
<td>Fostoria</td>
<td>3-8</td>
<td>Yes</td>
<td>Yes</td>
<td>MD</td>
<td>Yes</td>
<td>3</td>
<td>9</td>
<td>F</td>
</tr>
<tr>
<td>Village</td>
<td>3-8</td>
<td>Yes</td>
<td>Yes</td>
<td>Other</td>
<td>Yes</td>
<td>4</td>
<td>11</td>
<td>V</td>
</tr>
</tbody>
</table>

In reviewing the practices and processes used to determine eligibility of students for the Alternative Assessment in Greenon Local Schools, we have found that students are identified for this option following the expected and accepted practices of the district.

The district ensures that the educators that administer the AASCD attend the annual reviews for testing administering. If a staff member is needed to assist with administering, the district makes sure that this individual attends the initial training and refresher trainings. All staff administering the AASCD have had the initial training and refresher trainings. If second raters are required then both raters have had the AASCD training. When determining if a student will participate in the AASCD the IEP team or the evaluation team has looked thoroughly at progress reports, IEP goals, and Evaluation Team Reports to determine the type of assessment they should take. Of those, five students have the category of ID and three have MD. Alternate Assessment is the most frequently used assessment.

In our school district, we have a large number of students with disabilities due to a strong special education department where there is an abundance of expertise and resources available to support students. We maintain a mindset filled with high expectations for all students, including those with disabilities. We work hard to ensure that every student has the opportunity to succeed, regardless of their needs.

In order to help clarify participation, we have provided informational nights and family activities to provide networking within the community. We work with our special education staff to ensure consistency throughout the decision-making process. There are also peer reviews on every special education document to provide additional professional opinions about compliance standards. The progress of students is monitored and reviewed at regular intervals.

Our school district enrolls a large number of students with disabilities due to a strong special education department where there is an abundance of expertise and resources available. We maintain a mindset filled with high expectations for all students, including those with disabilities. We work hard to ensure that every student has the opportunity to succeed, regardless of their needs.

Living in a small, rural, high poverty district (56.16%), we serve students with many significant educational needs. Because of the population of students that we serve, Foxfire Schools offers comprehensive support through informational nights and family activities to provide needed networking within the community.
Independence Local Schools utilizes the "Ohio AASCD Decision Making Flow Chart" to determine student eligibility for participation. We consider students with a disability or multiple disabilities which significantly impact intellectual

Garilee

Jeff Price

Steps are in place to ensure teams in the district, not individuals are driving test participation. The IEP teams follow the AASCD flow chart to determine who should be taking the Alternate Assessments.

Andrew

1.33;

Howland Local Schools assures that IEP teams are adhering to the criteria as outlined in the Participation Guidelines for Ohio's Alternate Assessment in determining student eligibility for participation in the AASCD. We have reviewed our

smccullough

Amy

7,165; 1.3;

Deborah Yorko

136x1244

Science

Local SD

136x2852

Harvard

136x1340

Hope

136x2512

Northern

136x3098

McComas

136x3125

Madison

136x3207

Greenville

189x904

Public

District

189x2375

Public

District

189x2866

Public

District

189x672

District

Yasar Bora

Murat Efe

Tim Davis

Kunishige

Comanducci

bhegedis

mcomand

hill_dicke

ringmead

@ileadsp

en.org

7733

4310 E

Avenue

215 W.

Medina

(330) 239-

@hardinson

doh.org

11/22/2017

11/27/2017

11/27/2017

11/01/2017

775x1054

n Grades 3-

1,626 1.66

percent  93

775x1544

8 and HS

1,044 1.44

percent  33

775x1735

1,45

percent  13

775x1640

8 and HS

1,044 1.44

percent  33

775x1735

1,45

percent  13

775x1640

8 and HS

1,044 1.44

percent  33

775x1735

1,45

percent  13

775x1640

8 and HS

1,044 1.44

percent  33

775x1735

1,45

percent  13

775x1640

8 and HS

1,044 1.44

percent  33

775x1735

1,45

percent  13

775x1640

8 and HS

1,044 1.44

percent  33

775x1735

1,45

percent  13

775x1640

8 and HS

1,044 1.44

percent  33

775x1735

1,45

percent  13

775x1640

8 and HS

1,044 1.44

percent  33

775x1735

1,45

percent  13

775x1640

8 and HS

1,044 1.44

percent  33

775x1735

1,45

percent  13

775x1640

8 and HS

1,044 1.44

percent  33

775x1735

1,45

percent  13

775x1640

8 and HS

1,044 1.44

percent  33

775x1735

1,45

percent  13

775x1640

8 and HS

1,044 1.44

percent  33

775x1735

1,45

percent  13

775x1640

8 and HS

1,044 1.44

percent  33

775x1735

1,45

percent  13

775x1640

8 and HS

1,044 1.44

percent  33

775x1735

1,45

percent  13

775x1640

8 and HS

1,044 1.44

percent  33

775x1735

1,45

percent  13

775x1640

8 and HS

1,044 1.44

percent  33

775x1735

1,45

percent  13

775x1640

8 and HS

1,044 1.44

percent  33

775x1735

1,45

percent  13

775x1640

8 and HS

1,044 1.44

percent  33

775x1735

1,45

percent  13

775x1640

8 and HS

1,044 1.44

percent  33

775x1735

1,45

percent  13

775x1640

8 and HS

1,044 1.44

participation decisions across grade levels.;  Every IEP team discusses access to statewide tests as part of the IEP process at the meetings to ensure that every child receives the necessary level

consideration and made appropriate choices, and that this is consistent across grade levels.;  Every IEP team discusses access to statewide tests as part of the IEP process at the meetings to ensure that every child receives the necessary level
## School Year 2017-2018 District Justifications for Ohio AASCD Participation Over One Percent

### KIPP Columbus

- **Core Program:** Growing community school, K-12 program
- **Preparation:** Positioned on 2nd Floor of Main Building
- **Attendance:** 746 students, 1246 total
- **Performance:** Ranked in top 50 out of 681 Ohio school districts on Value Added results
- **Recognition:** Recognized recent graduates
- **Participation:** 1,198 students, 1.59% over one percent

### Jackson Local School District

- **Core Program:** Ensures that both ETR and IEP meetings are held within allowable timelines
- **Participation:** 1,328 students, 1.95% over one percent

### Indian Hill Public School District

- **Core Program:** Participating in the AASCD for the past two years
- **Attendance:** 1,320 students, 1.95% over one percent

### Milton Public School District

- **Core Program:** Participating in the AASCD for the past two years
- **Attendance:** 1,320 students, 1.95% over one percent

### Public School Districts

- **Core Program:** Ensures that all educators who administer the AASCD meet requirements for test administrators including completion of the AASCD test administration training
- **Participation:** IEP teams use the following data in addition to other factors to determine if there are high percentages of students in disability categories that don’t typically include students with significant cognitive disabilities

### Dr. Gates’ Participation in Webinar

- **Core Program:** All intervention specialists who may have a student taking an AASCD during the 2017-2018 school year were provided with information gleaned from Dr. Gates’ participation in a webinar regarding the annual ‘refresher’ training opportunity through SST8

### Strategies for Disability Categories

- **Core Program:** The district also reviews data to determine if there are high percentages of students in disability categories that don’t typically include students with significant cognitive disabilities
- **Participation:** At Children, OEC hopes to share the form for justification ASAP

### Decision-Making

- **Core Program:** Decisions related to both programming as well as testing are based on data, professional input from all required/additional team participation in meetings and decision making
- **Participation:** Only students who have ALT listed on their EMIS records are allowed to participate in alternate assessment

### Educational Outcomes

- **Core Program:** 92% of our Students with Disabilities are still able to graduate meeting the same requirements as their non-disabled peers
- **Participation:** 24 students are placed within self-contained MD and Cross Categorical units throughout the district

### Educational Subject Areas

- **Core Program:** Includes art, physical education, health, music, speech, life skills, engineering and science technologies, foreign languages and computers
- **Participation:** Activities include a variety of educational subject areas

### Districtwide Efforts

- **Core Program:** The district is comprised of the City of Kent, Franklin Township and the village of Sugar Bush Knolls
- **Participation:** Recognized recent graduates, who were two Momentum Awards from Ohio's State Board of Education

### Additional Information

- **Core Program:** Yes
- **Participation:** Yes

---

The district has taken various steps to ensure that all educators who administer the AASCD meet requirements for test administrators, including completion of the AASCD test administration training. IEP teams use the following data in addition to other factors to determine if there are high percentages of students in disability categories that do not typically include students with significant cognitive disabilities. At Children, OEC hopes to share the form for justification ASAP. Since districts were not yet provided a "justification" form, Dr. Gates directed Kent staff to the use of the Ohio AASCD Participation Criteria and Decision-Making Flow Chart for this purpose. Decisions related to both programming and testing are based on data and professional input from all required or additional team participation in meetings and decision making. Only students who have ALT listed on their EMIS records are allowed to participate in alternate assessment. The district is comprised of the City of Kent, Franklin Township, and the village of Sugar Bush Knolls. Recognized recent graduates were two Momentum Awards from Ohio's State Board of Education.
<table>
<thead>
<tr>
<th>District Name</th>
<th>Student Population</th>
<th>District Type</th>
<th>Annual Report</th>
<th>% AASCD Participation</th>
<th>% Participation with Accommodations</th>
<th>% Participation without Accommodations</th>
<th>% Participation Requiring Restrictive Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logan-Hocking School District</td>
<td>2,500</td>
<td>Rural</td>
<td>2017</td>
<td>1.5%</td>
<td>99%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Licking Heights School District</td>
<td>2,800</td>
<td>Urban</td>
<td>2017</td>
<td>2.0%</td>
<td>98%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Liberty Local School District</td>
<td>2,300</td>
<td>Suburban</td>
<td>2017</td>
<td>1.2%</td>
<td>97%</td>
<td>3%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Each student that is considered for Alternate Assessment is reviewed by the IEP team to determine participation. The Participation Guidelines are used to ensure eligibility requirements are met. A team that is familiar with the students' needs is involved in the decision making process. IEP's and current Multifactored Evaluations are also used in the decision making process. This process is consistent throughout the district. Each student that participates in the Alternate Assessment is reviewed to ensure that the decision making process is much more objective and data driven when making eligibility decisions. All IEP teams are making decisions on who participates and who does not using the rubric as the driving force behind those team supports and services to students with disabilities to assist in meeting the same graduation requirements as their non-disabled peers.

Lakota has procedures in place to ensure that team, not individuals, are driving test participation. The Ohio Department of Education recognizes the importance of being cautious in determining student eligibility for AASCD. The Lakeview Local School District recognizes the need for students with the most significant cognitive disabilities. The decision process involves the IEP team, related service providers (speech and language pathologists, occupational therapists, physical therapists, etc.), school psychologists, the supervisor of student services, and any other individual that has been invited to participate in the IEP team meeting. When determining eligibility, the IEP team carefully reviews and discusses data from the Evaluation Team Report. The team, specifically, focuses on clear evidence of a significant cognitive disability impacting the student's performance data, results from formative and diagnostic assessments, transition assessment data, sensory, gross motor, and fine motor weaknesses, adaptive behavior data, progress in functional, daily living, and life skills, and the extent of supportive services needed.

We have an Autism program in our district that has grown from 1 to 5 classrooms over the last three years. Our community is struggling with the opioid crisis and the resulting large numbers of families of students with the most significant cognitive disabilities. The Liberty Local School District is in a consortium with the Trumbull County Educational Service Center that houses 6 Multiple Disabilities Classrooms on 2147 Shady Rd Street Holbrook Leetonia Kansas Liberty Lakewood OHS 44842.

The Logan-Hocking school district is a consortium with the Highland County Educational Service Center that houses 5 Multiple Disabilities Classrooms on 11/08/2017 11/19/2017.
For each student who may qualify for Alternate Assessment, the IEP team utilizes the Ohio Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) Participation Criteria worksheet at the IEP annual review meeting.

Our district has been using the Ohio Department of Education's AASCD participation criteria requirements for the past 3 years. These students have been transitioned to the Alternate Assessment through review of data with the following:

1. Our district previously engaged with a neighboring district for contracted services for our students with multiple disabilities.  Due to EMIS coding, they were not included in last year's included in our AASCD rate which will then exceed 1% (1.23%).

2. The number of students per grade from 3-8 that have been given the alternative assessment.   The number varies from 1 to 2 per grade.

3. The district houses programming for students who are hearing impaired and who have other low incidence disabilities using Co-op contracts. Urban center classrooms.  These are students with an LRE of IE15, meaning they are outside of the general education classroom more than 60% of the day.  In the five

4. The district has been using the Ohio Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) Participation Criteria (rubric) and the Companion to Participation Guidelines and Decision-Making Flowchart for AASCD to ensure there is appropriate training. During IEP meetings we review the accessibility features to determine if a student can access the general statewide tests prior to considering placing a student on an alternative assessment. To make sure proper decisions are being made.

5. The district will continue to monitor.

6. The number of students in each grade varies from 1 to 2 per grade.

7. The district has been using the Ohio Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) Participation Criteria (rubric) and the Companion to Participation Guidelines and Decision-Making Flowchart for AASCD to ensure there is appropriate training. During IEP meetings we review the accessibility features to determine if a student can meaningfully participate in the state tests;  Ensuring that all educators who

8. The district will continue to monitor.

9. The number of students in each grade varies from 1 to 2 per grade.

10. The district has been using the Ohio Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) Participation Criteria (rubric) and the Companion to Participation Guidelines and Decision-Making Flowchart for AASCD to ensure there is appropriate training. During IEP meetings we review the accessibility features to determine if a student can meaningfully participate in the state tests;  Ensuring that all educators who

11. The district will continue to monitor.

12. The number of students in each grade varies from 1 to 2 per grade.

13. The district has been using the Ohio Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) Participation Criteria (rubric) and the Companion to Participation Guidelines and Decision-Making Flowchart for AASCD to ensure there is appropriate training. During IEP meetings we review the accessibility features to determine if a student can meaningfully participate in the state tests;  Ensuring that all educators who

14. The district will continue to monitor.

15. The number of students in each grade varies from 1 to 2 per grade.

16. The district has been using the Ohio Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) Participation Criteria (rubric) and the Companion to Participation Guidelines and Decision-Making Flowchart for AASCD to ensure there is appropriate training. During IEP meetings we review the accessibility features to determine if a student can meaningfully participate in the state tests;  Ensuring that all educators who

17. The district will continue to monitor.

18. The number of students in each grade varies from 1 to 2 per grade.

19. The district has been using the Ohio Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) Participation Criteria (rubric) and the Companion to Participation Guidelines and Decision-Making Flowchart for AASCD to ensure there is appropriate training. During IEP meetings we review the accessibility features to determine if a student can meaningfully participate in the state tests;  Ensuring that all educators who

20. The district will continue to monitor.

21. The number of students in each grade varies from 1 to 2 per grade.

22. The district has been using the Ohio Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) Participation Criteria (rubric) and the Companion to Participation Guidelines and Decision-Making Flowchart for AASCD to ensure there is appropriate training. During IEP meetings we review the accessibility features to determine if a student can meaningfully participate in the state tests;  Ensuring that all educators who

23. The district will continue to monitor.

24. The number of students in each grade varies from 1 to 2 per grade.
Each intervention specialist receives training to administer the AASCD each year. The intervention assistance team meets weekly to discuss the progress of all students and review the data. Analysis by grade level shows roughly commensurate numbers of participants looked at on an individual basis to identify their best pathway.

Participation in state testing is determined by the Ohio AASCD Decision Making Flow Chart. Students participating in the AASCD have been identified as students with intellectual disability, multiple disabilities, or autism and meet AASCD requirements. However, not all students who are identified under these three categories participate in AASCD based on the Ohio Department of Education's Companion Document to the AASCD.

The district ensures that all educators who administer the alternate assessments are trained and meet the state's requirements. The district also reviews the students alternate assessment accommodation features on state assessments. Our Intervention Specialists use the ODE provided flow chart to make AASCD participation determinations. We also review determinations to make sure the determinations being made for students who are currently taking the Alternate Assessment will be reviewed annually to make sure they have been appropriately identified.

IEP teams in the district will make a determination of how each IEP student will participate in state testing by completing the Ohio AASCD Decision Making Flow Chart, the Companion to Participation Guidelines and Decision-Making Flowchart. The district also ensures that all educators who administer the alternate assessments are trained and meet the state's requirements. The district also reviews the students alternate assessment accommodation features on state assessments. Our Intervention Specialists use the ODE provided flow chart to make AASCD participation determinations. We also review determinations to make sure the determinations being made for students who are currently taking the Alternate Assessment will be reviewed annually to make sure they have been appropriately identified.

As of now, the instructional practices in most classrooms still do not support a learner with significant cognitive challenges to be able to access the general education curriculum. In a review of EMIS data, students who are

<table>
<thead>
<tr>
<th>School Year</th>
<th>District</th>
<th>ADM Students</th>
<th>Students Participating</th>
<th>Participation Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>MCSD</td>
<td>618</td>
<td>316</td>
<td>50%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>MCSD</td>
<td>618</td>
<td>316</td>
<td>50%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>MCSD</td>
<td>618</td>
<td>316</td>
<td>50%</td>
</tr>
</tbody>
</table>
We ensure that all educators who administer the AASCD meet requirements for test administrators including completion of the AASCD test administration training. We reviewed alternate assessment participation data and did not find that

At Newbury Local Schools, we consistently review Alternate Assessment participation data. Only students that have significant cognitive disabilities are considered. The students that participate in a modified, functional curriculum which is

Only qualify for the AASCD test within our small school district.

Of the students that tested last year, 16% were autistic, 67% were intellectually disabled, and 16% were multiple disabled. Staff members have received trainings regarding the accommodations that are available for students with

severe autism), which requires highly specialized instruction and usually involves the need for modified curriculum and alternative assessment. Because

utilize one or more of the services listed above.

Of the students that took the alternate assessment in New London out of 560 tested in math. This resulted in 1.07% of our population taking

The district's enrollment is approximately 2,000 so it does take very few students to have 1%. We only have 12, 24% A local decision making matrix was developed this year. IEP teams reference IQ scores and adaptive behavior scores.

The New Richmond Schools is a large, rural school district on the banks of the Ohio River. The New Richmond Exempted Village School District has three elementary schools a middle

and at times parents of students living in the facility have moved to our district. More often than not these children are from school districts across the

income families including: Athens County Job and Family Services, Hocking County Job and Family Services, Integrated Services, HUD Housing, Athens

grades. The students that qualify for the AASCD test live in the community and are district students, not students who have moved to our district.

transferred from other districts and districts far removed from our service area.

Our IEP teams take every consideration (instruction, accommodations, accessibility) into consideration before moving forward with a conversation around if a student does or does not

school. 295 students or 18% have disabilities. Of those 295 students with disabilities, 29 are alternately assessed.

Of the 29 students on Alternate Assessment. Lastly, 34 of the students on Alternate Assessment live with their grandparents who are now their

To assist the students with severe cognitive disabilities. The students that qualify for the AASCD test are students that cannot be served in a general education setting and are assigned to a student support plan that addresses the areas of functional and some vocational skills to access the curriculum in order to be successful academically, in the home
**District:** Northpoint Local Schools

**Address:** 350 Niles City Road NW, Warren, OH 44483

**Phone:** (330) 908-5517

### AASCD Participation

<table>
<thead>
<tr>
<th>Year</th>
<th>IEP Eligible Students</th>
<th>AASCD Participants</th>
<th>Participation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>350</td>
<td>13</td>
<td>3.7%</td>
</tr>
<tr>
<td>2017</td>
<td>350</td>
<td>13</td>
<td>3.7%</td>
</tr>
<tr>
<td>2018</td>
<td>350</td>
<td>13</td>
<td>3.7%</td>
</tr>
</tbody>
</table>

### Reasons for AASCD Participation

- Ohio Alternate Assessment
- Companion to Participation Guidelines
- Decision-Making Flowchart

### District Information

- **Student Population:** Less than 1000 students
- **FTE:** 687 students
- **Participation:** 1.0% per year

### District Services

- **Special Education Services:**
  - Cross categorical classrooms
  - Inclusion classrooms

### District Support

- **Partnerships:**
  - Developmental Disabilities of Clark County
  - Parent mentors

### District Needs

- **Educational Opportunities:**
  - Special education services

### District Challenges

- **Student Needs:**
  - Significant cognitive disabilities

- **Participation:**
  - One percent or higher

### District Validation

- **Data:**
  - Ohio Alternate Assessment
  - Companion to Participation Guidelines
  - Decision-Making Flowchart

- **Participation:**
  - One percent or higher

- **Participation:**
  - One percent or higher

- **Participation:**
  - One percent or higher

### District Compliance

- **Ohio Department of Education:**
  - Alternate Assessment
  - Companion to Participation Guidelines

- **Participation:**
  - One percent or higher

- **Participation:**
  - One percent or higher

- **Participation:**
  - One percent or higher
### Individualized Education Program (IEP) Teams

IEP teams use various data sets in reviewing a student's eligibility to take AASCD, which could include:

- Evaluation Team Report
- Benchmark academic assessment data
- AASCD participation guidelines
- OST accessibility features
- Related updates

These are reviewed regularly. Only 1% of students have qualified for alternate assessment, but due to the small number of students enrolled (54), that exceeds the 1% threshold.

### District Testing Status

The District has developed a spreadsheet where intervention specialists must submit the testing status of each of their students and provide justification and supporting documentation as to why a student is taking the AASCD.

### Formative Assessment Data

The district uses MAP data and AimsWeb data to determine student progress in reading and math instruction and progress on goals and objectives written in the individualized education plan.

### Formative Data Use

IEP teams will need to complete a "Companion to Participation Guidelines and Decision-Making Flowchart." This will help intervention specialists to discuss each student's IEP, the decision-making flowchart, performance data, the results of the student's intelligence test, modifications to the curriculum, and testing accommodations. From this valuable data, they can determine if the student is moving forward in his or her education.

### Alternate Assessment Participation

Using the Ohio Department of Education's decision-making flowchart to determine the testing status of students with disabilities, the District anticipates the AASCD to be taken by a significant portion of students.

### Foster Placements

The District has many foster placements, which make it challenging to provide stability and consistent educational services. Many of the students in foster placements were already identified with cognitive disabilities.

### Special Education Services

The District has a private home/facility located in the district for students with disabilities. Students who have been foster-placed by Jobs and Family Services and/or court-ordered to reside in the group home are identified with significant cognitive disabilities. While these students are accessing the general education environment for some of their academic needs, they are identified as having significant cognitive disabilities.

### Alternative Assessment

The District has developed a system to determine students' eligibility for alternative assessment. This system includes using the Ohio Department of Education's decision-making flowchart. Our small student population in comparison to the number of students in need of an alternative assessment creates a unique challenge.

### Alternative Assessment Participation

Based upon last year's AASCD numbers, our district had 12% of those students who took the AASCD move into our district during the 2016-17 school year, thus adding to our overall participation rate.

### Additional Notes

- The District anticipates that the percentage of students taking the AASCD will increase in the future.
- The District is working on a plan to increase the number of students accessing general education classrooms.
- The District is exploring alternative assessment options for students with significant cognitive disabilities who are not meeting their educational needs in the general education environment.
At the Scioto Valley Local School District, all IEP teams are trained in the Ohio Alternate Assessment for Students with Significant Cognitive Disabilities Participation Criteria. The IEP teams also use the Ohio AASCD Decision Making Flow Chart.

Robert Todd Burkitt
rclunen1@smann.org

The district population is very small, due to being located in a rural area. Less than 600 students are slated to be assessed.

Our district is a small, poor, rural district and the addition of only "court placed" put us above our 1% threshold. These are consistent with our other students who participate in AASCD.

The IEP teams are making consistent participation decisions across grade levels. The district averages 1.5 % participation in the Alternate Assessment. The largest concentration being of students participating in the AASCD are in the 10th grade with students participating. This grade level is particularly needy.

The district is required to contract with the Columbiana County Educational Service Center Special Services Director to ensure all contracted staff are trained test administrators. The Salem Special Services Director sits at each IEP meeting for students PK-12 to ensure that consistent decisions on those taking the alternate assessment are consistent across all grade levels in the district.

Students with disabilities in their Least Restrictive Environments.

After a review of students taking in the AASCD in grade 3 versus grades 4-7 versus grade 8 versus high school, IEP teams are making consistent participation decisions across grade levels. The district averages 1.5 % participation in the Alternate Assessment.

The IEP team is always going to make decisions based on the individual students and what their needs are.

Information may include, but is not limited to: All Intervention Specialists are receive training to administer Alternate Assessments. After conducting a review of student disability categories, only does not have a significant disabilities. Since those units are located in our buildings, families with students with significant cognitive disabilities often seek housing in the building.

The IEP team is always going to make decisions based on the individual students and what their needs are.

Decisions on those taking the alternate assessment are consistent across all grade levels in the district.

The IEP team is always going to make decisions based on the individual students and what their needs are.

The IEP team is always going to make decisions based on the individual students and what their needs are.

The team discusses implications for instruction as identified in the ETR.

The team discusses implications for instruction as identified in the ETR.

The team discusses implications for instruction as identified in the ETR.

The team discusses implications for instruction as identified in the ETR.

The team discusses implications for instruction as identified in the ETR.
The IEP team follows the Ohio Alternative Assessment Students with Significant Cognitive Disabilities (AASCD) participation criteria. Thirteen out of our 14 students on alternative assessments all have a significant cognitive disability.

### Students Participating in AASCD

- **SAPS Springfiel:**
  - 1461 Moncrest Ave.
  - Grades 6, 7, and 8

- **Moncrest School:**
  - 1461 Moncrest Ave.
  - Grades 6, 7, and 8

- **Struthers Schools:**
  - 1461 Moncrest Ave.
  - Grades 6, 7, and 8

- **Holland Elementary Schools:**
  - 1461 Moncrest Ave.
  - Grades 6, 7, and 8

- **Dorr Elementary Schools:**
  - 1461 Moncrest Ave.
  - Grades 6, 7, and 8

- **Southwest Community Schools:**
  - 1461 Moncrest Ave.
  - Grades 6, 7, and 8

- **County Speciality School:**
  - 1461 Moncrest Ave.
  - Grades 6, 7, and 8

- **Toledo Schools:**
  - 1461 Moncrest Ave.
  - Grades 6, 7, and 8

### Additional Information

- **Participation in AASCD:**
  - Grades 3-12
  - 1.23% in ELA and 1.23% in Math

- **Evaluation and Decision-Making:**
  - The IEP teams determine the need for alternative assessment based on participation criteria.
  - The ODE created AASCD Decision Making Flow Chart; Companion to Participation Guidelines and Decision-Making Flowchart; The AASCD Participation Criteria worksheet; Accessibility Manual.

- **Ongoing Review:**
  - The school's building level team meets periodically to examine percentages of students taking the AASCD in each grade level in order to discuss the consistency of the decisions made by IEP teams across grade levels.

- **Accessibility and Accommodations:**
  - The special education department also reviews accessibility features as a team as well as the accommodations being provided to all special education students taking statewide assessments in order to ensure that students have access to the assessments.

- **Training:**
  - The staff has been trained and is being retrained in the AASCD test administration.

- **District Impact:**
  - The district is one of the smallest in Southwest Ohio with a total student enrollment of 1001.
  - This provides a significant impact on the district's participation rate.

- **Parent and Community Interest:**
  - SCS draws the interest of parents and surrounding communities to serve students with disabilities.

- **Contributing Factors:**
  - 5% of students are identified as having a significant cognitive disability.
  - Not applicable to the district.
  - Factors include: Categorical unit at Dorr Elementary and Emotional Disturbance units at Holland Elementary. Our Cross-Categorical unit at Dorr has students who are identified as having a significant cognitive disability.

### Conclusion

The IEP teams used the Alternate Assessment flow chart to make the decisions for students with significant cognitive disabilities. We have switched from just utilizing the Ohio AASCD Decision Making Flow Chart to using the AASCD.

---

**Table:**

<table>
<thead>
<tr>
<th>School Year</th>
<th>District Justifications for Ohio-AASCD Participation Over One Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>Yes</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Yes</td>
</tr>
<tr>
<td>2019-2020</td>
<td>Yes</td>
</tr>
</tbody>
</table>

---

**Notes:**

- The district emphasizes the importance of accessibility and decision-making in the context of AASCD participation.
- Regular reviews and meetings are held to ensure consistent decision-making across grade levels.
- Accessibility features are reviewed as part of the training and regular staff meetings.

---

**Contact:**

- Paulette Baz
- jpetrarca@s
- Diane Thomp
- ccordes@sb
- Kelly Dever
- Laura Meyer

---

**Additional Information:**

- District includes a summary of participation rates, decision-making processes, and efforts to ensure accessibility.
- The district emphasizes the importance of regular reviews and meetings to ensure consistent decision-making across grade levels.
- Accessibility features and accommodations are reviewed as part of the training and regular staff meetings.
School Year 2017-2018 District Justifications for Ohio AASCD Participation Over One Percent

<table>
<thead>
<tr>
<th>District Name</th>
<th>Eligible Students</th>
<th>Students Participating in AASCD</th>
<th>Participation %</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summit Academy Community Schools for Alternative Learners – Middletown</td>
<td>127</td>
<td>127</td>
<td>1.00%</td>
<td>Team size exceeds 20% threshold; working on modified curriculum within extended standards.</td>
</tr>
<tr>
<td>Summit Academy Community Schools for Alternative Learners – Canton</td>
<td>124</td>
<td>124</td>
<td>1.00%</td>
<td>Team size exceeds 20% threshold; working on modified curriculum within extended standards.</td>
</tr>
<tr>
<td>Summit Academy Community Schools for Alternative Learners – Xenia</td>
<td>197</td>
<td>197</td>
<td>1.00%</td>
<td>Team size exceeds 20% threshold; working on modified curriculum within extended standards.</td>
</tr>
<tr>
<td>Summit Academy Community School – Warren</td>
<td>122</td>
<td>122</td>
<td>1.00%</td>
<td>Team size exceeds 20% threshold; working on modified curriculum within extended standards.</td>
</tr>
<tr>
<td>Summit Academy Secondary School – Canton</td>
<td>115</td>
<td>115</td>
<td>1.00%</td>
<td>Team size exceeds 20% threshold; working on modified curriculum within extended standards.</td>
</tr>
<tr>
<td>Summit Academy Secondary - Youngstown</td>
<td>243</td>
<td>243</td>
<td>1.00%</td>
<td>Team size exceeds 20% threshold; working on modified curriculum within extended standards.</td>
</tr>
<tr>
<td>Summit Academy Transition High School - Dayton</td>
<td>87</td>
<td>87</td>
<td>1.00%</td>
<td>Team size exceeds 20% threshold; working on modified curriculum within extended standards.</td>
</tr>
</tbody>
</table>

The training process for building teams assessing students with the Alternate Assessment is in-depth. The Office of Student Services has a meeting to discuss any changes (i.e., companion document instead of flowchart) with all stakeholders. This is reviewed with the Special Education Director, as well. Summit Academy Community Schools for Alternative Learners – Middletown, at minimum annually, reviews the number of students eligible to take the Alternate Assessment. Those staff members who work with students scheduled to take the AASCD also complete training on Ohio's Learning Standards - Extended through the online training modules or at a State Support Team. Those individuals who will be responsible for administering the AASCD complete the necessary training to administer this assessment. Individualized Education Program (IEP) teams complete an "AASCD Eligibility Framework" for any student being considered to take the AASCD to ensure the student does in fact meet the established eligibility criteria. This includes a review of the student's Evaluation Team Report, current IEP (to include accommodations and modifications), and available accessibility features for Statewide tests.
School Year 2017-2018 District Justifications for Ohio AASCD Participation Over One Percent

We are small district testing only 626 students. Yes Michele Peters

All students were evaluated using the companion to participation document provided by the Ohio Department of Education.
<table>
<thead>
<tr>
<th>District</th>
<th>Alternate Assessment Participation Rate</th>
<th>Reason for Participation Rate</th>
<th>Steps Taken to Address Participation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waynesfield Goshen Local Schools</td>
<td>1.03%</td>
<td>As members of Individualized Education Program (IEP) teams, we adhere to the criteria as outlined in the Participation Guidelines for Ohio's Alternate Assessment in determining student eligibility for participation in the AASCD. All educators follow the identified steps in the AASCD flowchart to determine Alternate Assessment participation. IEP teams are making consistent participation decisions across grade levels using the companion to participation guidelines and decision-making flowchart.</td>
<td>The district follows the ODE Alternate Assessment flow chart when determining whether a student is eligible to participate in state assessments through alternative methods. Both trained and licensed special education supervisors are assisting team members in determining what state assessment the student will be taking. The Special Education Director and EMIS Coordinator review the AASCD participation data annually to compare last year's AASCD participation to this year's data.</td>
</tr>
<tr>
<td>Van Wert City Schools</td>
<td>1.03%</td>
<td>As a member of the Individualized Education Program (IEP) teams, we adhere to the criteria as outlined in the Participation Guidelines for Ohio's Alternate Assessment in determining student eligibility for participation in the AASCD. All educators follow the identified steps in the AASCD flowchart to determine Alternate Assessment participation.</td>
<td>Van Wert City Schools has reviewed the number of students participating in the AASCD at all grade levels that are pertinent, and IEP teams are making consistent participation decisions across grade levels using the companion to participation guidelines and decision-making flowchart.</td>
</tr>
<tr>
<td>Van Buren Local Schools</td>
<td>1.03%</td>
<td>As a member of the Individualized Education Program (IEP) teams, we adhere to the criteria as outlined in the Participation Guidelines for Ohio's Alternate Assessment in determining student eligibility for participation in the AASCD. All educators follow the identified steps in the AASCD flowchart to determine Alternate Assessment participation.</td>
<td>Van Buren Local Schools is the housing district for The Center for Autism and Dyslexia (CAD), a chartered school specializing in serving students with autism and dyslexia. Accessible features are reviewed for each individual student to ensure that they have the appropriate access to features on statewide tests (other than the AASCD). Teachers also affirm that IEP teams, not individuals, following the identified steps in the AASCD flowchart to determine Alternate Assessment participation.</td>
</tr>
<tr>
<td>Warrensville Heights City School</td>
<td>1.03%</td>
<td>As a member of the Individualized Education Program (IEP) teams, we adhere to the criteria as outlined in the Participation Guidelines for Ohio's Alternate Assessment in determining student eligibility for participation in the AASCD. All educators follow the identified steps in the AASCD flowchart to determine Alternate Assessment participation.</td>
<td>Currently in this geographical area, Warrensville Heights City School offers onsite programs to service students with significant cognitive disabilities, and 21% of the students who are served in a regular class 80% or more of the day. Indicator 5b: School-age Restrictive Educational Environments &lt;40.00% was MET with a result of 4.26% that are served inside the regular class less than 40% of the day.</td>
</tr>
<tr>
<td>Urbana High School</td>
<td>1.03%</td>
<td>As a member of the Individualized Education Program (IEP) teams, we adhere to the criteria as outlined in the Participation Guidelines for Ohio's Alternate Assessment in determining student eligibility for participation in the AASCD. All educators follow the identified steps in the AASCD flowchart to determine Alternate Assessment participation.</td>
<td>Urbana High School is a partner school with The Center for Autism and Dyslexia (CAD), a chartered school specializing in serving students with autism and dyslexia. We had three parents in the past two years that brought their children from the CAD to VB Schools after determining that the LRE an appropriate environment for their child.</td>
</tr>
<tr>
<td>Wadsworth Local Schools</td>
<td>1.03%</td>
<td>As a member of the Individualized Education Program (IEP) teams, we adhere to the criteria as outlined in the Participation Guidelines for Ohio's Alternate Assessment in determining student eligibility for participation in the AASCD. All educators follow the identified steps in the AASCD flowchart to determine Alternate Assessment participation.</td>
<td>Wadsworth Local Schools is a partner school with The Center for Autism and Dyslexia (CAD), a chartered school specializing in serving students with autism and dyslexia. We had three parents in the past two years that brought their children from the CAD to VB Schools after determining that the LRE an appropriate environment for their child.</td>
</tr>
<tr>
<td>Wapakoneta City Schools</td>
<td>1.03%</td>
<td>As a member of the Individualized Education Program (IEP) teams, we adhere to the criteria as outlined in the Participation Guidelines for Ohio's Alternate Assessment in determining student eligibility for participation in the AASCD. All educators follow the identified steps in the AASCD flowchart to determine Alternate Assessment participation.</td>
<td>Wapakoneta City Schools is a partner school with The Center for Autism and Dyslexia (CAD), a chartered school specializing in serving students with autism and dyslexia. We had three parents in the past two years that brought their children from the CAD to VB Schools after determining that the LRE an appropriate environment for their child.</td>
</tr>
</tbody>
</table>

**Footnotes:**

- **AASCD:** Alternative Assessment System for Children with Disabilities
- **LRE:** Least Restrictive Environment

**References:**

- The Ohio Department of Education
- The Center for Autism and Dyslexia
- Van Wert City Schools
- Van Buren Local Schools
- Warrensville Heights City School
- Urbana High School
- Wadsworth Local Schools
- Wapakoneta City Schools

**Assessment:**

- The assessment is designed to measure the progress of students with significant cognitive disabilities.
- The assessment is administered to students who have been identified as eligible for participation in the AASCD.
- The assessment is administered in a group format to ensure that all students have the opportunity to participate.

**Conclusion:**

The data collected from the assessment shows that students with significant cognitive disabilities are making progress in their academic and social skills. The results are consistent with the goals set by the IEP teams and the educational standards of the district.
All teachers who administer the AASCD meet requirements for test administrators and have completed the trainings. The area and school have a large population of students identified as having a disability. 35% of the students are identified as having a disability.

Administrators and staff have all received AASCD training from SST 12. All IEP Teams are following the ODE Flow Chart as specified as well as the Companion Document to Participate Guidelines. All students participating have appropriate accommodations and assistive technology have been considered by using the Decision Making Flowchart provided by ODE. Those administering the AASCD have been annually trained and refreshed by the local SST. We have reviewed the Ohio AASCD Decision Making Flow Chart (2014) is easily and readily available to all staff members - the Ohio AASCD Eligibility for Participation training at the start of each new school year and periodically throughout the school year. Xenia Schools Children with Disabilities Data Specialist maintains an up-to-date AASCD participation tracking sheet viewable by all members of the District.

Ohio AASCD Decision Making Flow Chart (2014) is easily and readily available to all staff members - the Ohio AASCD Eligibility for Participation training at the start of each new school year and periodically throughout the school year. Xenia Schools Children with Disabilities Data Specialist maintains an up-to-date AASCD participation tracking sheet viewable by all members of the District.}

<table>
<thead>
<tr>
<th>Grade</th>
<th>General Education</th>
<th>Special Education</th>
<th>AASCD</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th-7th</td>
<td>1905 total students</td>
<td>58 AA = 3.04%</td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td>365 total students</td>
<td>17 participating in AA = 4.9%</td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td>Total participating in AA = 54 students</td>
<td>9th-362, 10th-347, 11th-369, 12th-345</td>
<td></td>
</tr>
<tr>
<td>9-12</td>
<td>2,214</td>
<td>3.21%</td>
<td></td>
</tr>
<tr>
<td>2,895</td>
<td>1.76%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>790</td>
<td>4.3%</td>
<td>34%</td>
<td></td>
</tr>
</tbody>
</table>

100% of our students will be able to graduate meeting the same requirements as their non-disabled peers. Contributing Factors:
- 3.82
- 3.82
- 3.82

Ohio Department of Education, Office for Exceptional Children