

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

Ohio

**One Percent Waiver Extension Request
for
Reading, Mathematics and Science
ESEA section 1111(b)(2)(D) and 34 CFR 200.6(c) and (d)**

Submission to U.S. Department of Education

APPROVED
FEB. 12, 2019

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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

Planned Action Steps	Evidence of Implementation 2017-2018
<p>1. SSTs will continue to provide training on decision-making processes for AASCD participation.</p>	<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
<p>2. The Department will lead webinars on appropriate AASCD participation and post recordings of the webinars for public use.</p>	<p>Trainings and resources provided:</p> <ul style="list-style-type: none"> • District Justification Webinar October 2017 • 2017-2018 AASCD Refresher Training PowerPoint •
<p>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>	<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*
<p>4. The Department will support SSTs through regularly scheduled meetings, trainings for SST consultants and technical support as needed.</p>	<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

Planned Action Steps	Evidence of Implementation 2017-2018
<p>5. The Department will continue to provide web-based resources, including an Online AASCD training PowerPoint refresher.</p>	<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
<p>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.</p>	<p>Trainings and resources provided:</p> <ul style="list-style-type: none"> • Participation Guidelines for Ohio's Alternate Assessment • Score Reports Interpretive Guide • AASCD Frequently Asked Questions for Families
<p>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.</p>	<p>Trainings and resources provided:</p> <ul style="list-style-type: none"> • Monthly SST Directors' Meetings* • Skype/webinars as needed
<p>8. Technical support from the Department is available to all stakeholders through phone support and a dedicated email address.</p>	<p>Trainings and resources provided:</p> <ul style="list-style-type: none"> • Email support provided by Department staff via AAparticipation@education.ohio.gov • Phone support provided by Department staff at 614-466-13217 or 1-877-644-6338 • ODE AASCD Web Page • Ohio Alternate Assessment Portal
<p>9. The Department will continue to add to AASCD and IEP team resources available via the Department's website and assessment portal.</p>	<p>Web-based resources provided:</p> <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.

1. 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 AASCD 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

Planned Action Steps	Evidence of Implementation 2017-2018
<p>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.</p>	<p>Trainings and resources provided:</p> <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*
<p>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.</p>	<p>Trainings and resources provided:</p> <ul style="list-style-type: none"> • Regional meetings with special education administrators* • Presentations at Ohio Association of Pupil Service Administrators meetings and other professional organizations*
<p>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.</p>	<p>Trainings and resources provided:</p> <ul style="list-style-type: none"> • Office for Exceptional Children Comprehensive Monitoring Process* • <i>Area of improvement for 2018-2019</i>
<p>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.</p>	<p>Trainings and resources provided:</p> <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>

Planned Action Steps	Evidence of Implementation 2017-2018
<p>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.</p>	<p>Trainings and resources provided:</p> <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

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