



# Supporting Districts in Improving Alternate Assessment Participation

Office for Exceptional Children · January 2019

**Ohio** | Department  
of Education



# Today's Discussion

- Districts and community schools identified as “significantly exceeding” the 1 percent threshold
- Self-Review Summary Report
- Resources

# State AASCD Participation



	2016-2017	2017-2018
Reading	1.72%	1.72%
Math	1.80%	1.81%
Science	1.92%	2.00%



# “Significantly Exceeding”

- Reviewed 2017-2018 participation data
- Reviewed justifications
- Identified 48 districts and community schools
  - 21 traditional districts over 3.6%
  - 27 community schools over 6.5%

# Your District Data

ESSENTIAL QUESTION 2 - ARE CHILDREN WITH DISABILITIES ACHIEVING AT HIGH LEVELS?			
Indicator 3b: Reading Participation Rate	Target: 98.00% or greater	Result: 99.73%	★ Met
Indicator 3b: Math Participation Rate	Target: 98.00% or greater	Result: 99.47%	★ Met
<a href="#">MORE INFORMATION</a>			
Participation in Reading Alternate Assessments	Target: Less than or equal to 1.00%	Result: 5.37%	⚠ Not Met
Participation in Math Alternate Assessments	Target: Less than or equal to 1.00%	Result: 5.49%	⚠ Not Met
<a href="#">MORE INFORMATION</a>			
Indicator 3c: Reading Proficiency Rate	Target: 24.68% or greater	Result: 19.59%	⚠ Not Met
Indicator 3c: Math Proficiency Rate	Target: 29.00% or greater	Result: 17.95%	⚠ Not Met
<a href="#">MORE INFORMATION</a>			

# Your District Data

Participation in Reading Alternate Assessments

Target: Less than or equal to 100%

Result: 5.37%

▲ Not Met

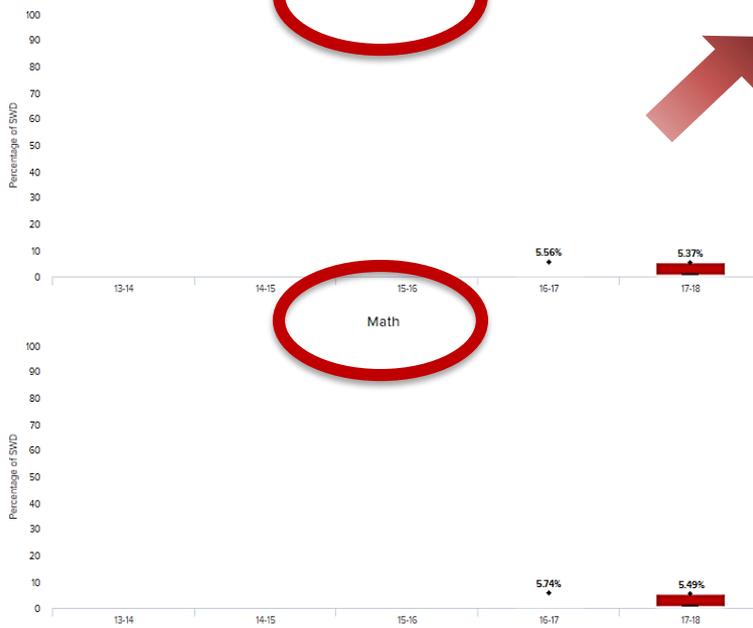
Participation in Math Alternate Assessments

Target: Less than or equal to 100%

Result: 5.49%

▲ Not Met

■ CLOSE



**Description:** Percentage of students participating in the Alternate Assessment for Students with Significant Cognitive Disabilities in reading.

Reading:

Year:	13-14	14-15	15-16	16-17	17-18
Target:			TBD	TBD	≤1.00%
Result:	NR	NR	NR	5.56%	5.37%
Difference:					4.37%

**Description:** Percentage of students participating in the Alternate Assessment for Students with Significant Cognitive Disabilities in math.

Math:

Year:	13-14	14-15	15-16	16-17	17-18
Target:			TBD	TBD	≤1.00%
Result:	NR	NR	NR	5.74%	5.49%
Difference:					4.49%

**Data Notes:**

**Reading**

- This calculation reflects the number of students taking the Alternate Assessment for Students with Significant Cognitive Disabilities in reading, divided by the number of all students tested.
- This calculation includes all students tested in grades 3-8 and high school (i.e., English I and English II end of course exams).

**Math**

- This calculation reflects the number of students taking the Alternate Assessment for Students with Significant Cognitive Disabilities in math, divided by the number of all students tested.
- This calculation includes all students tested in grades 3-8 and high school (i.e., Algebra, Geometry, Math I and Math II end of course exams).

**Action Statement:**

**Indicator 3b Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)**

PRINT THIS ACTION

States are required to ensure that the total number of students assessed in each subject in the state, using the AASCD, does not exceed 100% of the total number of students who took the state's assessments. In Ohio, approximately two-thirds of all districts are presently over 100% in participation in the AASCD and the state's participation rate is at 1.80%.

Districts that are significantly exceeding the 100% threshold complete the self-review summary report using OEC-provided guiding questions. The district Self-Review Team, with the assistance of their SST regional consultant, will review and discuss each question, summarize, and determine if it is an area of concern. If it is an area of concern, the team will determine the root cause and identify the area's Priority Rank.

The district, with SST support, will write an Improvement Plan based on the root cause analysis completed in the Self-Review Summary Report. The verification of SST training will conclude the review for this indicator.



# Your District Data

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# Required Actions

## Action Statement:

### Indicator 3b Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)

PRINT THIS ACTION

States are required to ensure that the total number of students assessed in each subject in the state, using the AASCD, does not exceed 1.00% of the total number of students who took the state's assessments. In Ohio, approximately two-thirds of all districts are presently over 1.00% in participation in the AASCD and the state's participation rate is at 1.80%.

Districts that are significantly exceeding the 1.00% threshold complete the self-review summary report using OEC-provided guiding questions. The district Self-Review Team, with the assistance of their SST regional consultant, will review and discuss each question, summarize, and determine if it is an area of concern. If it is an area of concern, the team will determine the root cause and identify the area's Priority Rank.

The district, with SST support, will write an Improvement Plan based on the root cause analysis completed in the Self-Review Summary Report. The verification of SST training will conclude the review for this indicator.

**Required Action:** Your district is significantly exceeding the 1.00% threshold of students taking the AASCD and must complete a Self-Review Summary Report, an Improvement Plan, and submit documentation of SST training.

#### Indicator 3b AASCD Review Process

#### District Required Actions

<b>Self-Review Summary Report</b>	A district significantly exceeding the threshold for Indicator 3b AASCD must conduct and complete a Self-Review Summary Report with the district team and with SST support to identify root causes for the high number of students taking the AACSD.	1) Submit to OEC the <a href="#"><i>Indicator 3b AASCD - Self-Review Summary Report</i></a> completed with the district team and SST support, focusing on root causes for the high number of students taking the AACSD.
Improvement Plan	The district must submit to OEC an Improvement Plan, developed with the district team and with SST support, based on the root cause analysis conducted in the Self-Review Summary Report. The district must attend SST training regarding eligibility for the AASCD.	1) Submit to OEC an <a href="#"><i>Improvement Plan</i></a> , developed with the district team and with SST support, based on the root cause analysis conducted in your Self-Review Summary Report. 2) Schedule and attend SST trainings regarding eligibility for the AASCD.
Verification of Training	The district must submit documentation of SST training.	1) Submit to OEC documentation of SST training (sign-in sheets, agendas, etc.).

#### Submission Deadlines:

Self-Review: **January 23, 2019**

Improvement Plan: **March 15, 2019**

Verification of SST training: **June 28, 2019**

# Required Actions



Indicator 3b AASCD Review Process	District Required Actions
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# Improving AASCD Policies and Practices

# Tier 3 Support



## **SST staff will assist with:**

- Completing district self-review
- Analyzing data
- Reviewing sample ETRs and IEPs
- Connecting alternate assessment goals with improvement and correction plans
- Implementing action steps



# Supported District Self-Review

Embedded in district profiles dashboard

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Supported by SST staff

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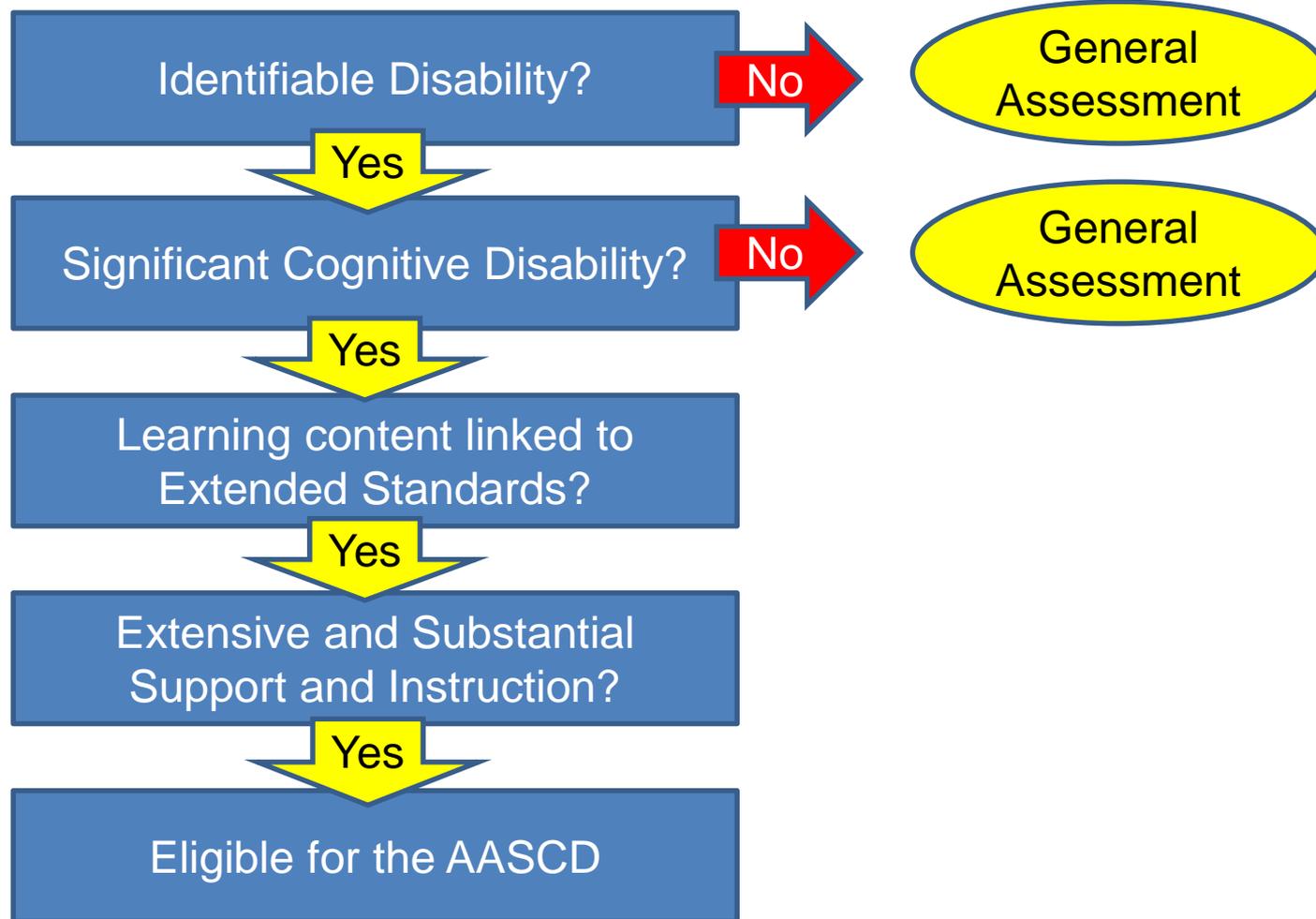
Includes a root cause analysis process to identify area(s) needing improvement



# Self-Review Summary Report Guiding Questions

1. How is the district ensuring that Individualized Education Program (IEP) teams are adhering to the criteria outlined in the Participation Guidelines for Ohio's Alternate Assessment in determining student eligibility for participation in the AASCD?

# Determining Eligibility





# Participation is NOT based on:

- Disability category or label
- Poor attendance
- Extended absences
- Native language/EL status
- Social/cultural/economic differences
- Academic/services received
- Educational/instructional setting



# Participation is NOT based on:

- Percent of time receiving special education
- Low reading/achievement level
- Disruptive behavior
- Student scores on accountability
- Administrator decision
- Emotional duress
- Need for accommodations such as assistive technology or communication devices



# Self-Review Summary Report Guiding Questions

2. What is the percentage of students with significant cognitive disabilities out of the total number of students with disabilities taking the AASCD? Are there students in disability categories that don't typically include students with significant cognitive disabilities (e.g., specific learning disability, speech or language impairment, visual impairment, hearing impairment, emotional disturbance) taking the AASCD? Please explain why.



# New Component: Disability Categories

Disability As Identified In IDEA	2018-19 Projected AASCD Reading Count
Multiple Disabiities	4
Deaf-Blindness	0
Deafness (Hearing Impairment)	0
Visual Impairment	0
Speech and Language Impairment	0
Orthopedic Impairment	0
Emotional Disturbance	1
Intellectual Disability	3
Specific Learning Disability	0
Autism	2
Traumatic Brain Injury	1
Other Health Impaired-Major	0
Other Health Impaired-Minor	0
	11

# Significant Cognitive Disability

- Disability or multiple disabilities
- Significantly impacts intellectual functioning and adaptive behavior
- Individualized instruction and substantial supports





# IDEA Disability Categories

- Specific Learning Disability
- Other Health Impairment
- Speech/Language Impairment
- Intellectual Disability
- Autism
- Emotional Disturbance
- Multiple Disability
- Hearing Impaired
- Traumatic brain injury
- Orthopedic Impairment
- Visually Impaired
- Deaf/Blind
- Developmental Delay\*



# IDEA Category Definitions

**Specific learning disability.** (a) General. “Specific learning disability” means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

(b) Disorders not included. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.



# IDEA Category Definitions

**“Other health impairment”** means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that:

- (a) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and
- (b) Adversely affects a child’s educational performance.



# IDEA Category Definitions

**“Speech or language impairment”** means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child’s educational performance.



# IDEA Category Definitions

**“Intellectual disability”** means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child’s educational performance.

- (a) “Significantly subaverage general intellectual functioning” refers to an intelligence quotient of seventy or below as determined through a measure of cognitive functioning administered by a school psychologist or a qualified psychologist using a test designed for individual administration. Based on a standard error of measurement and clinical judgment, a child may be determined to have significant subaverage general intellectual functioning with an intelligence quotient not to exceed seventy-five.
- (b) “Deficits in adaptive behavior” means deficits in two or more applicable skill areas occurring within the context of the child’s environments and typical of the child’s chronological age peers.



# IDEA Category Definitions

“**Autism**” means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child’s educational performance.

Other characteristics often associated with “autism” are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

(a) Autism does not apply if a child’s educational performance is adversely affected primarily because the child has an emotional disturbance.



# IDEA Category Definitions

**“Emotional disturbance”** means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance:

- (a) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- (c) Inappropriate types of behavior or feelings under normal circumstances.
- (d) A general pervasive mood of unhappiness or depression.
- (e) A tendency to develop physical symptoms or fears associated with personal or school problems.
- (f) Emotional disturbance includes schizophrenia.



# IDEA Category Definitions

“**Multiple disabilities**” means concomitant impairments (such as intellectual disability-blindness or intellectual disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. “Multiple disabilities” does not include deaf-blindness.



# IDEA Category Definitions

“**Deafness**” means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child’s educational performance.

“**Hearing impairment**” means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but that is not included under the definition of deafness in this rule.



# IDEA Category Definitions

**“Traumatic brain injury”** means an acquired injury to the brain caused by an external physical force or by other medical conditions, including but not limited to stroke, anoxia, infectious disease, aneurysm, brain tumors and neurological insults resulting from medical or surgical treatments. The injury results in total or partial functional disability or psychosocial impairment or both, that adversely affects a child’s educational performance. The term applies to open or closed head injuries, as well as to other medical conditions that result in acquired brain injuries.

The injuries result in impairments in one or more areas such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.



# IDEA Category Definitions

**“Orthopedic impairment”** means a severe orthopedic impairment that adversely affects a child’s educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).



# IDEA Category Definitions

**“Visual impairment”** including blindness means an impairment in vision that, even with correction, adversely affects a child’s educational performance.

- (a) The term “visual impairment” includes both partial sight and blindness.
- (b) The term “visual impairment” does not include a disorder in one or more of the basic psychological processes, such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.



# IDEA Category Definitions

“**Deaf-blindness**” means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.



# Determination

The IEP team is the decision-making authority to determine that a student with a disability meets the state's eligibility guidelines to participate in the alternate assessment.



# Self-Review Summary Report Guiding Questions

3. How does the district ensure that only students identified to take the AASCD are taking this assessment? Who is checking that students taking the AASCD have a required test type of “ALT” in the Special Education Event Record?



# Self-Review Summary Report Guiding Questions

4. Are schools, communities, or health program(s) drawing large numbers of families of students with the most significant cognitive disabilities to live in the district? Please name these schools, communities, or health program(s).



# Self-Review Summary Report Guiding Questions

5. How are educators that administer the AASCD trained to administer the AASCD? Who provides this training? How often is training provided?



# Self-Review Summary Report Guiding Questions

6. How do you document that all educational staff involved in the administration of the AACSD have reviewed the test administration resources, administration manuals and guidance documents: [Spring 2018 Online Refresher Training PowerPoint](#), [Spring 2018 AASCD Directions for Administration Manual](#) and [Spring 2018 AASCD Test Coordinator's Manual](#)?



# Self-Review Summary Report Guiding Questions

7. Review the percentage of students taking the AASCD in grade 3, grades 4-7, grade 8 and high school. Are percentages different? Please explain.



# Self-Review Summary Report Guiding Questions

8. Are the same students taking the AASCD every year? Are there any students taking the AASCD one year then switching to the general Ohio state assessments another year? How many in the last two years? Please explain why. Are there grade levels where this is more prevalent?



# Self-Review Summary Report Guiding Questions

9. Are there students taking the AASCD in only one subject?  
Please explain.



# Self-Review Summary Report

## Guiding Questions

10. What is the percentage of students with disabilities taking the AASCD who are spending 80 percent or more of their day in general education? What is preventing students who spend most of their day in general education from accessing and being successful with Ohio's Learning Standards? Is professional development being provided in this area and by whom?



# Self-Review Summary Report Guiding Questions

11. Provide any additional justification of variables not covered previously that may contribute to higher numbers of students identified with significant cognitive disabilities being deemed eligible for participation in the AASCD, thus resulting in an AASCD participation rate higher than 1.0 percent.



# Self-Review Summary Report Guiding Questions

12. What are the supports and informational processes in place for key personnel who have questions regarding eligibility and administration of the AASCD?



# Self-Review Summary Report

## Guiding Questions

13. What types of technical assistance and training have you received from the SST and/or Ohio Department of Education regarding the AASCD eligibility and administration?



# Resources

- US Department of Education Memos to States  
<http://education.ohio.gov>

*Keyword search: alternate assessment*

- [Alternate Assessment Portal](#)
- [Ohio Learning Standards – Extended](#)
- [Ohio Learning Standards – Extended Modules](#)
- [AASCD Companion Rubric](#)



# Resources

- [Teaching Diverse Learners Center](#)
- [Assistive Technology & Accessible Educational Materials Center](#)
- Students with Significant Cognitive Disabilities video [Part 1](#) and [Part 2](#)
- [National Center on Educational Outcomes alternate assessment participation guidelines and definitions](#)
- [National Center on Educational Outcomes resources supporting implementation of the 1 percent cap](#)

# Let's stay connected!

Questions about **calculating participation:**  
[accountability@education.ohio.gov](mailto:accountability@education.ohio.gov)

Questions about **completing the justification** and the 1 percent participation threshold:  
[AAparticipation@education.ohio.gov](mailto:AAparticipation@education.ohio.gov)



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