Ohio Graduation Tests Alternate Assessment for Students with Disabilities

English Language Arts
Mathematics
Science
Social Studies

2009-2010 Administration

Operational Technical Report

June 14, 2010

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Introduction

The 2009-2010 operational administration of the Ohio Graduation Test Alternate Assessment for Students with Disabilities (OGT–AASWD) began in the fall of 2009 when special educators began collecting evidence on student performance aligned to Ohio Academic Content Standards for students in grades 10, as well as students in grades 11-12 who previously had not met the OGT–AASWD performance standards. For the OGT–AASWD, evidence was collected for each participating student in four content areas: English Language Arts (Reading or Writing), Mathematics, Science, and Social Studies.

This report summarizes the requirements of the Collections of Evidence (COE), procedures implemented to score the COEs, and the results of the statistical analyses that were performed on the operational data. This report is organized into two sections:

- Description of Collection of Evidence (COE), scoring domains and scoring guides;
- Description of test statistics, including frequencies, means, medians, and correlations for the variables of interests.

1. Description of Collection of Evidence, Scoring Domains and Scoring Guides

During the 2009-2010 school year, the OGT–AASWD was administered to all eligible students in grade 10, as well students in grades 11–12 who had not previously met the proficient level performance standard. Students were assessed in English Language Arts (ELA: via either reading or writing), mathematics, science, and social studies. Table 1 lists the subjects and standards that were tested.

Table 1. Summary of Subjects Administered

Grade	Entry 1	Entry 2	Entry 3	Entry 4
OGT	Reading: Informational Text or Writing: Writing Conventions	Math: Patterns, Functions and Algebra	Science: Physical Sciences	Social Studies: Economics

Description of Collection of Evidence

A collection of evidence in the OGT–AASWD is comprised of four entries, with one entry for each of the four content areas assessed, and a Collection of Evidence Student Answer Document (COESAD) which describes the contents of the COE. Each entry is composed of two to three pieces of evidence (in the form of data sheets, work samples, observations, interviews, video and audiotapes, etc.) of student performance of a standards-based application aligned to an appropriate grade 10 standard.

Each COE contained **one** entry per content area assessed. An entry was defined as a divider and **two or three** unique pieces of evidence used to document a student's achievement of a standard through evidence of achievement of a particular knowledge or skill. This evidence was to be consistent with what was reported on a student's COESAD. Types of evidence could include the following:

- Data chart
- Checklist
- Student-generated work sample
- Captioned series of photographs
- Video with scripts
- Audio with scripts
- Peer review
- Observation
- Interviews
- Other

Teachers were also instructed to note on the COESAD whether each entry was linked to the student's individualized education plan (IEP).

Description of Scoring Domains and Scoring Guides

Scoring domains are discrete dimensions that are used to score entries in the COE. Each entry in a COE is scored for Performance, Instructional Context and Independence. A fourth domain, Settings and Interactions, is scored only once for each COE. Below are summary definitions of each of the four domains:

Performance
Performance is defined as the degree to which the student demonstrates a skill while completing standards-based tasks that require active, voluntary responses. To determine a student's performance, the scorer must understand what the student was asked to do. Each entry should contain two or three pieces of evidence that show the student demonstrating a specific skill or using specific knowledge. Each piece of evidence should reflect one task with a specific outcome.

Instructional Context
Instructional Context is defined as the degree to which the tasks contain age-appropriate materials and reflect real-world activities. When scorers assess COEs for Instructional Context, they look for evidence of the following:

- Age-appropriate materials that reflect the chronological age of the student should be used. When selecting instructional materials, teachers must consider the illustrations and language of the materials that are used in general education for students of the same age. Modifications are expected in selected materials, but they should reflect an age-appropriate context.
- Real-world applications are the situations in which tasks are performed. Performing skills in real-world applications presents students with optimal conditions to generalize and transfer skills and is usually associated with the highest levels of complexity in a child's instruction.
- Performing skills in simulated real-world applications may lead to generalization and is considered an appropriate way to provide instruction for students. Simulated real-world applications allow students to demonstrate skill in a more controlled format.

Independence
Independence is defined as the degree to which assistance, or prompting, is provided to a student while he or she completes standards-based tasks. Verbal, physical and gestural prompts direct a student toward a correct response.

It is important not to confuse prompting with natural cues that are necessary and acceptable during assessment. For example, all students must be asked to do something and must be given directions. Some students may need to be reminded to stay focused on the task at hand or may require physical supports, such as having someone hold a book so that they can see the contents. These types of supports are necessary, and they are appropriate because they do not lead a student to the correct outcome.

Settings and Interactions

The Settings and Interactions domain is defined as the observed environments (including the physical setting and the social interactions) in which tasks are administered or performed. Settings are the physical environments in which the student attempts the tasks. Interactions include the social environment, including individuals with whom the student interacts while attempting the tasks. Students should perform tasks in settings and with interactions that are relevant to the task. A variety of settings and social interactions offer students the opportunity to generalize skills.

Performance is scored by each rater as 0 to 3; the other three domains are scored by each rater as 1 to 4 using the guidelines presented in Table 2. For the OGT, all domains are scored by two independent raters. Performance, Indepdendence and Settings and Interaction domain scores are the sum of two raters. Instructional context domain score is the average of two raters. Final domain scores are then calculated according to the rules in Table 3. Further, if an entry does not contain evidence needed for a rater to determine a score for a domain, a non-scorable code is assigned to that domain. Table 4 lists specific non-scorable codes reported for each entry submitted and their definitions.

Subject area total scores are calculated based on the product of the Performance domain score and the Instructional Context domain score. If a COE cannot be scored for a subject area, the subject area score is assigned a condition code of NSA (Non-scorable Assessment) as indicated in Table 5. Student achievement scores are calculated by:

1) adding the performance scores from the two raters;
2) multiplying the performance score by instructional context for each entry;
3) rounding the achievement score up to the nearest whole number.

It should be noted that not all score points are obtainable.

Table 2. Scoring Guides for Each Domain

Criteria for student Achievement Scores				
DOMAIN	**Score 0**	**Score 1**	**Score 2**	**Score 3**
Performance (Scored for the entire entry)	There is evidence of no active performance of skill.	Student attempts the tasks, but there is evidence of minimal or limited skill.	Student performs the tasks with reasonable skill.	Student performs the tasks with consistent skill.
DOMAIN	**Score 1**	**Score 2**	**Score 3**	**Score 4**
Instructional Context (Scored for the entire entry)	Materials are not age-appropriate **and** tasks do not reflect a (simulated) real-world application.	Materials are age-appropriate **or** tasks reflect a (simulated) real-world application.	Materials are age-appropriate **and** tasks reflect a simulated real-world application.	Materials are age-appropriate **and** tasks reflect a real-world application.
Criteria for the Classroom Environment Scores				
DOMAIN	**Score 1**	**Score 2**	**Score 3**	**Score 4**
Independence (scored for the entire entry)	Student performs tasks with continuous prompting.	Student performs tasks with frequent prompting.	Student performs tasks with limited prompting.	Student performs tasks without prompting.
Settings and Interactions (scored for the entire Collection of Evidence)	Student performs tasks in one or more settings with no evidence of interaction(s).	Student performs tasks in two or more different settings with evidence of interaction(s).	Student performs tasks in two different settings with evidence of interaction(s) with nondisabled peers and/or community members.	Student performs tasks in three or more different settings with evidence of interaction(s) with nondisabled peers and/or community members.

Table 3. Domain Scoring Rules

Scoring Rule		Domain Score			
		Performance	**Instructional Context**	**Independence**	**Settings and Interactions**
RATER SCORE RANGE		0-3	1-4	1-4	1-4
FINAL SCORE RANGE		0-6	1-4	2-8	2-8
Calculation rules for final scores in each domain					
1	**If domains are scorable and R1 and R2 are equal or adjacent, no R3 is required**				
1.1	If R1 and R2 are equal or adjacent	R1 + R2	(R1 + R2)/2	R1 + R2	R1 + R2
2	**If domains are scorable and R1 and R2 are not equal and not adjacent, a third reader (R3) is required**				
2.1	If R3=R1	R3 + R1	(R3 + R1)/2	R3 + R1	R3 + R1
2.2	If R3=R2	R3 + R2	(R3 + R2)/2	R3 + R2	R3 + R2
2.3	If R3≠R1 and R3≠R2 and R3 is adjacent to both (R1=1, R2=3, R3=2)	R3 + R3	R3	R3 + R3	R3 + R3
2.4	If R3≠ R1 or R2 and adjacent to R1 or R2 (R1=2, R2=4, R3=1)	R3 + adjacent reader score	(R3 + adjacent reader score)/2	R3 + adjacent reader score (1 + 2 = 3)	R3 + adjacent reader score
3	**If domains are non-scorable and assessed with condition codes, R1 must equal R2 (see table 4 for non-scorable codes)**				
3.1	If R1=R2	R1	R1	R1	R1
3.2	If R1≠R2	Invalid record that scoring contractor must resolve	Invalid record that scoring contractor must resolve	Invalid record that scoring contractor must resolve	Invalid record that scoring contractor must resolve
4	**Within each rater, if an entry is non-scorable for Performance, Instructional Context or Independence domains, all 3 domains must have same non-scorable code. If condition codes are not the same across domains within a rater, the record is invalid and the scoring contractor must resolve.**				

Table 4. Summary of Non-scorable Domain Codes

Item Parent Condition Code		Sub Code	Condition Code Description for OAA	Condition Code Description for OGT
DE	Disqualified Entry		An entry receives a DE if the other entry within the subject area is missing	Does not apply - OAA only
ME	Missing Entry		The entry is missing from the COE for the subject area	The entry is missing from the COE for the subject area
COESAD	Collection of Evidence Student Answer Document (formerly Entry Sheet)	B	Benchmark is missing in the COESAD	Benchmark is missing in the COESAD
		C	Application is missing in COESAD	Application is missing in COESAD
		D	Task description is missing in COESAD	Task description is missing in COESAD
NTS	Not to Standard	C	Benchmark does not match the standard	Benchmark does not match the standard.
		D	Application does not match the standard or benchmark	Application does not match the standard or benchmark
		E	Task does not support the application, benchmark or standard listed	Task does not support the application, benchmark, or standard.
IE	Insufficient Evidence	A	The entry includes only one piece or type of evidence OR the evidence is based on the same event or identical tasks shown in different ways.	The entry includes only one piece or type of evidence OR the evidence is based on the same event or identical tasks shown in different ways.
		B	Evidences 1 & 2 do not support task for entry to score performance	Evidences 1 and 2 do not support task. Three pieces of evidence submitted.
		C	Evidences 1 & 3 do not support task for entry to score performance	Evidence 1 and 3 do not support task. Three pieces of evidence submitted.
		D	Evidences 2 & 3 do not support task for entry to score performance	Evidence 2 and 3 do not support task. Three pieces of evidence submitted.
		E	Evidence 1, 2 and 3 do not support task. Three pieces of evidence submitted.	Evidence 1, 2 and 3 do not support task. Three pieces of evidence submitted.
		F	Evidence 1 does not support task for entry to score performance; only two pieces of evidence submitted; no score possible according to rule	Two pieces of evidence submitted; #1 does not support task or does not contain information necessary to score the evidence.
		G	Evidence 2 does not support task for entry to score performance; only two pieces of evidence submitted; no score possible according to rule	Two pieces of evidence submitted; #2 does not support task or does not contain information necessary to score the evidence.

Table 5. Summary of Non-scorable Subject Area Condition Codes

Subject Score Condition Code		Condition Code Description for OAA	Condition Code Description for OGT
NSA	Non-scorable Assessment	Entry has non-scorable code of ME for performance and context AND 1 or more other entries in COE do NOT have non-scorable code of ME	Entry has non-scorable code of ME for performance and context AND 1 or more other entries in COE do NOT have non-scorable code of ME
		Entry has non-scorable code of COESAD	Entry has non-scorable code of COESAD
		Entry has non-scorable code of NTS	Entry has non-scorable code of NTS
		Entry has non-scorable code of IE	Entry has non-scorable code of IE
		Entry has non-scorable code of DE	(DE does not apply – OAA only)

2. Results

Ohio teachers submitted a total of 1866 Collections of Evidence (COEs) for reading tests, 547 COEs for writing tests, and 2413 COEs for the mathematics, science, and social studies tests. Results by content area are presented for reading, writing, mathematics, science, and social studies, in Appendices B–F, respectively.

General Descriptions of Collection of Evidence

COEs were submitted by school districts from throughout the state of Ohio. Appendix A presents the number of COEs returned by 479 public districts, community schools, and non-public schools. Descriptive information regarding the COEs by students' grade, age, ethnicity and gender for each subject area are presented in Table 1 of the respective subject area appendix, B-F.

Of the COEs submitted as part of the operational test administration, most entries were linked to the students' IEPs (86.01% for reading, 87.02% for writing, 81.93% for mathematics, 78.70% for science, and 81.72% for social studies), and most of the entries contained three pieces of evidence for all subjects (82.26% for reading, 84.64% for writing, 80.15% for mathematics, 80.15% for science, and 78.91% for social studies; see Table 2 in Appendices B-F). In addition, for reading, writing and mathematics, the most common types of evidence submitted in COEs were "Observation", "Checklist", "Work Sample", and "Interview". For science and social studies, "Captioned Photos" replaced "Work Sample" as a most common type of evidence (see Table 4 in Appendices B-F).

Domain Ratings and Total Score

Each entry in a COE was rated individually for Performance, Instructional Context and Independence; a single score for Settings and Interactions was assigned based on all entries in a COE. Across all content areas, between 1.65 and 6.34 percent of the submitted entries received non-scorable codes for Performance, Instructional Context and Independence, and between 0.38 and 0.55 percent of entries for Settings and Interactions also received non-scorable codes as show in Table 6 below. For more specific information on domain ratings, please refer to domain ratings in Table 2 in Appendices B–F.

Table 6. Percentage of Non-scorable Entries for Each Domain by Subject

Subject	Percentage of Entries Receiving Non-scorable Codes for each Domain				Total Entries
	Performance	Instructional Context	Independence	Settings and Interaction	
Reading	3.70	3.70	3.70	0.38	1866
Writing	1.65	1.65	1.65	0.55	547
Math	6.34	6.34	6.34	0.41	2413
Science	5.43	5.43	5.43	0.41	2413
Social Studies	4.93	4.93	4.93	0.41	2413

For this assessment, a student's total score was calculated by multiplying Performance by Instructional Context for each entry. Between 3.23 and 5.43 percent of total scores were non-scorable across subject tests. Frequencies of non-scorable assessments are presented later with other scoring data by subject in Table 8.

Rater Agreement

All entries were double scored to evaluate rater reliability and improve the reliability of test scores. Raters demonstrated high levels of agreement. Raters provided identical or adjacent scores more than 99 percent of the time for Performance, Instructional Context and Independence. There is very little variation in the assignment of domain scores, and this may contribute to the very high levels of rater agreement (see Tables 8 and 9 and Table 2 in Appendices B-D). Specific rater agreement information for all COEs by domain is provided in Table 3 in Appendices B-F.

Correlation of Domain Scores and Total Score

A bivariate correlation analysis was performed to study the relationships among the four domain scores and the total score. Results showed positive and mostly significant relationships between each pair of the four domain scores and between the domain scores and the total subject score. Table 7 presents a summary of the average correlations between the total domain scores and total subject score across subjects. These average correlations employed *Fisher's Transformation* in aggregating correlation coefficients across subjects since correlations are not normally distributed. Fisher's transformation first converts correlations to normally-distributed *z*-scores which can then be summed and transformed back into correlations. The calculations are:

$$z_k = \frac{1}{2}\ln\frac{1+r_k}{1-r_k};$$

$$z' = \sum_{k=1}^{K} z_k \text{ ; and}$$

$$r' = \frac{\exp(2z')-1}{\exp(2z')+1},$$

Where r_k is a bivariate correlation for each of k subjects (reading, writing, mathematics, science, and social studies) and r' is the correlation averaged over subjects. Although both performance and instructional context combine to form the total score, lack of variance in the performance scores, as indicated in Table 7, limits the observed correlation between performance and the total score. For subject specific information, please refer to Table 5 in Appendices B–F.

Table 7. Average Correlations of Total Domain Scores and Total Subject Score By Subject

Correlation*	Performance	Instructional Context	Independence	Settings and Interaction	Total Score
Performance	1.00	0.05	0.15	0.06	0.26
Instructional Context	0.05	1.00	0.09	0.22	0.98
Independence	0.15	0.09	1.00	0.22	0.12
Settings and Interactions	0.06	0.22	0.22	1.00	0.22
Total Score	0.26	0.98	0.12	0.22	1.00

*Note: all correlations are significant, $p < 0.05$.

Descriptive Statistics of Domain Scores and Total Score

The means of each domain score were all very high, nearing the maximum scores. The mean ELA (reading and writing), Mathematics, Science, and Social Studies total scores were generally between 20 to 22 points, out of a total of 24 possible points. Table 8 presents total scores by subject area, and table 9 presents a summary of the descriptive statistics of domain scores and total score across all grades and subjects, including mean, median, standard deviation and standard error. For subject specific information on mean, median, standard deviation, and standard error of the domain scores and the total score, please refer to Table 6 in Appendices B–F.

Table 8. Total Scores by Subject

Subject	Total Score	Freq.	%
ELA	0	1	0.04
	12	19	0.79
	15	12	0.5
	18	1016	42.11
	20	1	0.04
	21	308	12.76
	24	978	40.53
	NSA	78	3.23
	Total	**2413**	**100**
Math	0	1	0.04
	6	1	0.04
	8	1	0.04
	12	23	0.95
	15	13	0.54
	16	1	0.04
	18	904	37.46
	20	3	0.12
	21	245	10.15
	24	1068	44.26
	NSA	153	6.34
	Total	**2413**	**100**
Science	0	1	0.04
	8	1	0.04
	9	1	0.04
	12	5	0.21
	15	8	0.33
	18	437	18.11
	20	4	0.17
	21	198	8.21
	24	1627	67.43
	NSA	131	5.43
	Total	**2413**	**100**

Subject	Total Score	Freq.	%
Social Studies	0	1	0.04
	12	15	0.62
	15	15	0.62
	18	631	26.15
	20	7	0.29
	21	143	5.93
	24	1482	61.42
	NSA	119	4.93
	Total	**2413**	**100**

Table 9. Summary of Descriptive Statistics of Domain Scores and Total Scores Across Subjects

Domain/Subject	Possible Score	Mean	Median	SD	SE
Performance	0-6	5.99	6.00	0.18	0.00
Instructional Context	1-4	3.61	4.00	0.48	0.00
Independence	2-8	7.37	8.00	1.11	0.01
Settings and Interactions	2-8	7.16	8.00	1.79	0.04
ELA	0-24	20.84	21.00	2.95	0.06
Math	0-24	21.07	21.00	3.04	0.06
Science	0-24	22.50	24.00	2.55	0.05
Social Studies	0-24	22.00	24.00	2.87	0.06

Applications

Application data were collected for each subject. Applications are knowledge and skills that are aligned to academic content standards and benchmarks but are reduced in scope or complexity for students with significant cognitive disabilities. Test administrators submit evidence that corresponds to specific applications, and therefore benchmarks and content standards in each COE. The most selected applications were: "Follow multi-step instructions using text or picture symbols," for Reading, "Write legibly in a purposeful document," for Writing, "Create/complete a simple graph to display information," for Mathematics, "Operate electrical appliances for a purpose (e.g., lights, microwave)," for Science, and "Complete steps using money to make a purchase," for Social Studies. Please refer to Table 7 in Appendices B–F for the top ten selected applications for each subject.

Performance Levels

The Ohio Department of Education adopted the performance standard cut scores in Table 10 for the alternate assessments. Cut scores indicate the lowest score in each performance category.

Table 10. Performance Level Cut Scores

Subject	Performance Level			
	Basic	**Proficient**	**Accelerated**	**Advanced**
ELA	8	12	17	21
Mathematics	9	12	17	22
Science	10	13	17	22
Social Studies	9	12	17	21

Table 11 presents the percentage of students at each performance level as calculated based on the cut scores for each content area. This table only includes cases where the total score was scorable. The results showed that most of the alternate assessment students are above the proficient level according to the current standards.

Table 11. Percentage of Students at Each Performance Level

Subject	Performance Level				
	Limited	**Basic**	**Proficient**	**Accelerated**	**Advanced**
ELA	0.04	.	1.33	43.55	55.07
Mathematics	0.13	.	1.64	50.97	47.26
Science	0.13	0.22	0.35	28.00	71.30
Social Studies	0.04	.	1.31	27.81	70.84

NOTE: These data represent only those alternate assessments that were scorable.

APPENDIX A

Table A.1: Frequency of COEs Returned by School District Name and IRN

SCHOOL DISTRICT	District IRN	COEs Returned	
		Freq.	%
ACHIEVE CAREER PREPARATORY ACAD	011507	2	0.08
ADAMS CO/OHIO VALLEY LOCAL SD	061903	5	0.21
ADENA LOCAL SD	049494	2	0.08
AKRON CITY SD	043489	45	1.86
ALEXANDER LOCAL SD	045906	2	0.08
ALLIANCE CITY SD	043497	7	0.29
ALTERNATIVE EDUCATION ACADEMY	143396	2	0.08
AMANDA-CLEARCREEK LOCAL SD	046847	4	0.17
AMHERST EV SD	045195	8	0.33
ANNA LOCAL SD	049759	1	0.04
ANSONIA LOCAL SD	046623	5	0.21
ANTHONY WAYNE LOCAL SD	048207	3	0.12
ANTWERP LOCAL SD	048991	2	0.08
ARCANUM-BUTLER LOCAL SD	046631	1	0.04
ARCHBOLD AREA LOCAL SD	047043	3	0.12
ASHLAND CITY SD	043505	2	0.08
ASHTABULA AREA CITY SD	043513	3	0.12
ATHENS CITY SD	043521	3	0.12
AURORA CITY SD	049171	4	0.17
AUSTINTOWN LOCAL SD	048298	9	0.37
AUTISM ACADEMY OF LEARNING	143297	6	0.25
AUTISM MODEL SCHOOL	134122	2	0.08
BARBERTON CITY SD	043539	8	0.33
BATAVIA LOCAL SD	046300	2	0.08
BATH LOCAL SD	045765	2	0.08
BAY VILLAGE CITY SD	043547	1	0.04
BEACHWOOD CITY SD	043554	2	0.08
BEAVER LOCAL SD	046425	1	0.04
BEAVERCREEK CITY SD	047241	10	0.41
BEDFORD CITY SD	043562	8	0.33
BELLEFONTAINE CITY SD	043588	4	0.17
BELPRE CITY SD	043604	1	0.04
BENJAMIN LOGAN LOCAL SD	048074	1	0.04
BENTON CARROLL SALEM LOCAL SD	048926	1	0.04
BEREA CITY SD	043612	18	0.75
BERLIN-MILAN LOCAL SD	046789	1	0.04
BERNE UNION LOCAL SD	046854	1	0.04
BETHEL LOCAL SD	048611	2	0.08
BETHEL-TATE LOCAL SD	046318	1	0.04
BEXLEY CITY SD	043620	4	0.17

SCHOOL DISTRICT	District IRN	COEs Returned	
		Freq.	%
BLACK RIVER LOCAL SD	048462	2	0.08
BLANCHESTER LOCAL SD	046383	4	0.17
BLOOM-VERNON LOCAL SD	049593	1	0.04
BLUFFTON EV SD	045211	2	0.08
BOARDMAN LOCAL SD	048306	6	0.25
BOTKINS LOCAL SD	049767	2	0.08
BOWLING GREEN CITY SD	043638	2	0.08
BRADFORD EV SD	045229	2	0.08
BRECKSVILLE-BROADVIEW HEIGHTS CITY SD	043646	5	0.21
BRIDGEPORT EV SD	045237	1	0.04
BRIGHT LOCAL SD	047613	1	0.04
BROOKLYN CITY SD	043653	2	0.08
BROOKVILLE LOCAL SD	048678	1	0.04
BRUNSWICK CITY SD	043661	8	0.33
BRYAN CITY SD	043679	4	0.17
BUCKEYE LOCAL SD	045856	4	0.17
BUCKEYE LOCAL SD	047787	4	0.17
BUCKEYE LOCAL SD	048470	2	0.08
BUCKEYE VALLEY LOCAL SD	046755	2	0.08
BUCYRUS CITY SD	043687	2	0.08
CASTLE	000527	6	0.25
CALDWELL EV SD	045252	1	0.04
CAMPBELL CITY SD	043703	2	0.08
CANAL WINCHESTER LOCAL SD	046946	5	0.21
CANFIELD LOCAL SD	048314	2	0.08
CANTON CITY SD	043711	10	0.41
CANTON LOCAL SD	049833	1	0.04
CARDINAL LOCAL SD	047175	1	0.04
CARDINGTON-LINCOLN LOCAL SD	048793	1	0.04
CARROLLTON EV SD	045278	4	0.17
CEDAR CLIFF LOCAL SD	047258	2	0.08
CELINA CITY SD	043729	4	0.17
CENTERVILLE CITY SD	043737	12	0.50
CENTRAL LOCAL SD	046714	3	0.12
CHAGRIN FALLS EV SD	045286	4	0.17
CHARDON LOCAL SD	047183	2	0.08
CHILLICOTHE CITY SD	043745	13	0.54
CHIPPEWA LOCAL SD	050534	2	0.08
CINCINNATI CITY SD	043752	100	4.14
CIRCLEVILLE CITY SD	043760	2	0.08
CLARK-SHAWNEE LOCAL SD	046284	1	0.04
CLAY LOCAL SD	049601	1	0.04
CLAYMONT CITY SD	043778	4	0.17

SCHOOL DISTRICT	District IRN	COEs Returned	
		Freq.	%
CLEAR FORK VALLEY LOCAL SD	049411	1	0.04
CLERMONT NORTHEASTERN LOCAL SD	046326	4	0.17
CLEVELAND CENTRAL CATHOLIC HS	053983	4	0.17
CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS CITY SD	043794	16	0.66
CLEVELAND MUNICIPAL SD	043786	122	5.06
CLINTON-MASSIE LOCAL SD	046391	1	0.04
CLOVERLEAF LOCAL SD	048488	1	0.04
COLDWATER EV SD	045310	2	0.08
COLONEL CRAWFORD LOCAL SD	046516	1	0.04
COLUMBIA LOCAL SD	048140	3	0.12
COLUMBIANA EV SD	045328	2	0.08
COLUMBUS CITY SD	043802	115	4.77
CONNEAUT AREA CITY SD	043810	9	0.37
CONSTELLATION: OUTREACH ACAD FOR STUDENTS WITH DIS	000541	11	0.46
CONTINENTAL LOCAL SD	049320	1	0.04
COPLEY-FAIRLAWN CITY SD	049981	3	0.12
COSHOCTON CITY SD	043828	4	0.17
COVENTRY LOCAL SD	049999	2	0.08
COVINGTON EV SD	045336	2	0.08
CRESTLINE EV SD	045344	1	0.04
CRESTVIEW LOCAL SD	046433	4	0.17
CRESTVIEW LOCAL SD	049429	1	0.04
CRESTWOOD LOCAL SD	049189	1	0.04
CUYAHOGA FALLS CITY SD	043836	4	0.17
CUYAHOGA HEIGHTS LOCAL SD	046557	2	0.08
DAWSON-BRYANT LOCAL SD	047928	2	0.08
DAYTON CHRISTIAN SCHOOL	066555	1	0.04
DAYTON CITY SD	043844	39	1.62
DEER PARK COMM CITY SD	043851	2	0.08
DEFIANCE CITY SD	043869	4	0.17
DELAWARE CITY SD	043877	11	0.46
DELPHOS CITY SD	043885	2	0.08
DOVER CITY SD	043893	3	0.12
DUBLIN CITY SD	047027	11	0.46
EAST CLEVELAND CITY SD	043901	14	0.58
EAST CLINTON LOCAL SD	046409	3	0.12
EAST HOLMES LOCAL SD	047688	4	0.17
EAST LIVERPOOL CITY SD	043919	3	0.12
EAST MUSKINGUM LOCAL SD	048835	2	0.08
EAST PALESTINE CITY SD	043927	1	0.04
EASTERN LOCAL SD	046037	1	0.04

SCHOOL DISTRICT	District IRN	COEs Returned	
		Freq.	%
EASTERN LOCAL SD	048512	1	0.04
EASTWOOD LOCAL SD	050674	2	0.08
EATON COMM CITY SD	043935	2	0.08
EDGEWOOD CITY SD	046094	2	0.08
EDISON LOCAL SD	047795	2	0.08
ELECTRONIC CLASSROOM OF TOMORROW	133413	40	1.66
ELGIN LOCAL SD	048413	2	0.08
ELIDA LOCAL SD	045773	2	0.08
ELMWOOD LOCAL SD	050682	2	0.08
ELYRIA CITY SD	043943	6	0.25
EUCLID CITY SD	043950	9	0.37
EVERGREEN LOCAL SD	047050	3	0.12
EXCEL ACADEMY	123117	1	0.04
FAIRBORN CITY SD	043968	5	0.21
FAIRFIELD CITY SD	046102	5	0.21
FAIRFIELD LOCAL SD	047621	2	0.08
FAIRFIELD UNION LOCAL SD	046870	1	0.04
FAIRLAND LOCAL SD	047936	1	0.04
FAIRLESS LOCAL SD	049841	2	0.08
FAIRVIEW PARK CITY SD	043976	2	0.08
FAYETTEVILLE-PERRY LOCAL SD	046045	2	0.08
FEDERAL HOCKING LOCAL SD	045914	4	0.17
FIELD LOCAL SD	049197	1	0.04
FINDLAY CITY SD	043984	10	0.41
FINNEYTOWN LOCAL SD	047332	4	0.17
FIRELANDS LOCAL SD	048157	4	0.17
FOREST HILLS LOCAL SD	047340	5	0.21
FORT FRYE LOCAL SD	050484	1	0.04
FORT LORAMIE LOCAL SD	049783	1	0.04
FORT RECOVERY LOCAL SD	048595	1	0.04
FOSTORIA CITY SD	043992	3	0.12
FRANKLIN CITY SD	044008	2	0.08
FRANKLIN LOCAL SD	048843	5	0.21
FREDERICKTOWN LOCAL SD	047852	3	0.12
FREMONT CITY SD	044016	9	0.37
GAHANNA-JEFFERSON CITY SD	046961	6	0.25
GALION CITY SD	044024	1	0.04
GALLIA CO LOCAL SD	065680	6	0.25
GALLIPOLIS CITY SD	044032	5	0.21
GARAWAY LOCAL SD	050278	1	0.04
GARFIELD HEIGHTS CITY SD	044040	6	0.25
GENEVA AREA CITY SD	044057	7	0.29
GIBSONBURG EV SD	045385	4	0.17

SCHOOL DISTRICT	District IRN	COEs Returned	
		Freq.	%
GIRARD CITY SD	044065	3	0.12
GRAHAM LOCAL SD	046193	3	0.12
GRAND VALLEY LOCAL SD	045864	4	0.17
GRANDVIEW HEIGHTS CITY SD	044073	4	0.17
GRANVILLE EV SD	045393	1	0.04
GREAT LAKES ENVIRONMENTAL ACADEMY	009147	3	0.12
GREEN LOCAL SD	050013	5	0.21
GREENEVIEW LOCAL SD	047266	1	0.04
GREENFIELD EV SD	045401	4	0.17
GREENVILLE CITY SD	044099	1	0.04
GROVEPORT MADISON LOCAL SD	046979	10	0.41
HAMILTON CITY SD	044107	18	0.75
HAMILTON LOCAL SD	046953	5	0.21
HARDIN NORTHERN LOCAL SD	047498	2	0.08
HARDIN-HOUSTON LOCAL SD	049791	1	0.04
HARRISON HILLS CITY SD	045245	1	0.04
HEATH CITY SD	044115	1	0.04
HICKSVILLE EV SD	045419	4	0.17
HIGHLAND LOCAL SD	048496	1	0.04
HILLIARD CITY SD	047019	10	0.41
HILLSBORO CITY SD	044123	3	0.12
HILLSDALE LOCAL SD	045823	1	0.04
HOLGATE LOCAL SD	047571	1	0.04
HORIZON SCI ACAD TOLEDO	000338	2	0.08
HOWLAND LOCAL SD	050161	7	0.29
HUBBARD EV SD	045427	4	0.17
HUBER HEIGHTS CITY SD	048751	14	0.58
HUDSON CITY SD	050021	9	0.37
HUNTINGTON LOCAL SD	049502	2	0.08
HURON CITY SD	044131	2	0.08
INDEPENDENCE LOCAL SD	046565	3	0.12
INDIAN CREEK LOCAL SD	047803	7	0.29
INDIAN HILL EV SD	045435	1	0.04
INDIAN LAKE LOCAL SD	048082	3	0.12
INDIAN VALLEY LOCAL SD	050286	4	0.17
IRONTON CITY SD	044149	4	0.17
JVSD PENTA	051359	3	0.12
JACKSON CITY SD	044156	10	0.41
JACKSON LOCAL SD	049858	8	0.33
JAMES A GARFIELD LOCAL SD	049205	1	0.04
JEFFERSON AREA LOCAL SD	045872	2	0.08
JEFFERSON LOCAL SD	048256	2	0.08
JEFFERSON TOWNSHIP LOCAL SD	048686	1	0.04

SCHOOL DISTRICT	District IRN	COEs Returned	
		Freq.	%
JOSEPH BADGER LOCAL SD	050179	1	0.04
KENSTON LOCAL SD	047191	3	0.12
KENT CITY SD	044164	7	0.29
KENTON CITY SD	044172	6	0.25
KETTERING CITY SD	044180	11	0.46
KEYSTONE LOCAL SD	048165	2	0.08
KINGS LOCAL SD	050435	2	0.08
LABRAE LOCAL SD	050245	2	0.08
LAKE LOCAL SD	049866	5	0.21
LAKE LOCAL SD	050690	3	0.12
LAKEVIEW LOCAL SD	050187	2	0.08
LAKEWOOD CITY SD	044198	6	0.25
LAKEWOOD LOCAL SD	047993	1	0.04
LAKOTA LOCAL SD	046110	22	0.91
LAKOTA LOCAL SD	049569	2	0.08
LANCASTER CITY SD	044206	4	0.17
LEBANON CITY SD	044214	5	0.21
LEDGEMONT LOCAL SD	047209	2	0.08
LEETONIA EV SD	045443	2	0.08
LEIPSIC LOCAL SD	049353	2	0.08
LEXINGTON LOCAL SD	049437	2	0.08
LIBERTY CENTER LOCAL SD	047589	4	0.17
LIBERTY LOCAL SD	050195	3	0.12
LIBERTY UNION-THURSTON LOCAL SD	046888	2	0.08
LIBERTY-BENTON LOCAL SD	047449	2	0.08
LICKING HEIGHTS LOCAL SD	048009	2	0.08
LICKING VALLEY LOCAL SD	048017	2	0.08
LIMA CITY SD	044222	7	0.29
LITTLE MIAMI LOCAL SD	050443	1	0.04
LOCKLAND LOCAL SD	044230	2	0.08
LOGAN ELM LOCAL SD	049080	3	0.12
LOGAN-HOCKING LOCAL SD	044248	5	0.21
LONDON CITY SD	044255	1	0.04
LORAIN CITY SD	044263	15	0.62
LORDSTOWN LOCAL SD	050203	1	0.04
LOUISVILLE CITY SD	049874	3	0.12
LOVELAND CITY SD	044271	2	0.08
LOWELLVILLE LOCAL SD	048330	1	0.04
LYNCHBURG-CLAY LOCAL SD	047639	1	0.04
MAD RIVER LOCAL SD	048702	3	0.12
MADISON LOCAL SD	046128	3	0.12
MADISON LOCAL SD	047886	4	0.17
MADISON LOCAL SD	049452	3	0.12

SCHOOL DISTRICT	District IRN	COEs Returned	
		Freq.	%
MANCHESTER LOCAL SD	050005	1	0.04
MANSFIELD CITY SD	044297	4	0.17
MAPLE HEIGHTS CITY SD	044305	3	0.12
MAPLETON LOCAL SD	045831	2	0.08
MARIETTA CITY SD	044321	6	0.25
MARION CITY SD	044339	8	0.33
MARITIME ACADEMY OF TOLEDO	000770	1	0.04
MARLINGTON LOCAL SD	049882	6	0.25
MARYSVILLE EV SD	045476	6	0.25
MASON CITY SD	050450	11	0.46
MASSILLON CITY SD	044354	8	0.33
MAUMEE CITY SD	044362	3	0.12
MAYFIELD CITY SD	044370	8	0.33
MAYSVILLE LOCAL SD	048850	4	0.17
MEDINA CITY SD	044388	13	0.54
MENTOR EV SD	045492	4	0.17
MIAMI TRACE LOCAL SD	046920	5	0.21
MIAMISBURG CITY SD	044396	3	0.12
MIDDLETOWN CITY SD	044404	19	0.79
MIDVIEW LOCAL SD	048173	2	0.08
MILFORD EV SD	045500	8	0.33
MILLCREEK-WEST UNITY LOCAL SD	050633	1	0.04
MILTON-UNION EV SD	045518	2	0.08
MINERVA LOCAL SD	049890	1	0.04
MONROE LOCAL SD	139303	2	0.08
MONTPELIER EV SD	045526	1	0.04
MOUNT AUBURN INTERNATIONAL ACADEMY	010180	1	0.04
MOUNT HEALTHY CITY SD	044412	7	0.29
MOUNT VERNON CITY SD	044420	3	0.12
NAPOLEON AREA CITY SD	044438	4	0.17
NELSONVILLE-YORK CITY SD	044446	8	0.33
NEW ALBANY-PLAIN LOCAL SD	046995	2	0.08
NEW DAY ACAD BOARDING & DAY HS	000677	3	0.12
NEW LEBANON LOCAL SD	048710	3	0.12
NEW PHILADELPHIA CITY SD	044487	2	0.08
NEW RICHMOND EV SD	045559	4	0.17
NEWARK CITY SD	044453	8	0.33
NEWTON FALLS EV SD	045567	1	0.04
NILES CITY SD	044495	3	0.12
NOBLE LOCAL SD	048900	3	0.12
NORDONIA HILLS CITY SD	050047	3	0.12
NORTH BALTIMORE LOCAL SD	050708	1	0.04
NORTH CANTON CITY SD	044503	8	0.33

SCHOOL DISTRICT	District IRN	COEs Returned	
		Freq.	%
NORTH CENTRAL LOCAL SD	050641	3	0.12
NORTH OLMSTED CITY SD	044529	9	0.37
NORTH RIDGEVILLE CITY SD	044537	7	0.29
NORTH ROYALTON CITY SD	044545	6	0.25
NORTH UNION LOCAL SD	050336	3	0.12
NORTHEASTERN LOCAL SD	046250	7	0.29
NORTHERN LOCAL SD	049056	5	0.21
NORTHMONT CITY SD	048728	13	0.54
NORTHRIDGE LOCAL SD	048033	1	0.04
NORTHRIDGE LOCAL SD	048736	4	0.17
NORTHWEST LOCAL SD	047365	19	0.79
NORTHWEST LOCAL SD	049635	3	0.12
NORTHWEST LOCAL SD	049908	1	0.04
NORTHWESTERN LOCAL SD	046268	2	0.08
NORTHWESTERN LOCAL SD	050575	2	0.08
NORTHWOOD LOCAL SD	050716	1	0.04
NORTON CITY SD	044552	2	0.08
NORWALK CITY SD	044560	4	0.17
NORWAYNE LOCAL SD	050567	3	0.12
NORWOOD CITY SD	044578	2	0.08
OAK HILL UNION LOCAL SD	047761	6	0.25
OAK HILLS LOCAL SD	047373	12	0.50
OAKSTONE CS	000679	19	0.79
OAKWOOD CITY SD	044586	1	0.04
OHIO CONNECTIONS ACADEMY	000236	1	0.04
OHIO SCHOOL FOR THE BLIND	071548	5	0.21
OHIO SCHOOL FOR THE DEAF	071530	2	0.08
OLENTANGY LOCAL SD	046763	9	0.37
OLMSTED FALLS CITY SD	046573	4	0.17
ONTARIO LOCAL SD	049478	1	0.04
ORANGE CITY SD	046581	2	0.08
OREGON CITY SD	044602	3	0.12
ORRVILLE CITY SD	044610	1	0.04
OSNABURG LOCAL SD	049916	1	0.04
OTSEGO LOCAL SD	050724	2	0.08
OTTAWA HILLS LOCAL SD	048215	2	0.08
PAINESVILLE CITY SD	044628	2	0.08
PAINT VALLEY LOCAL SD	049510	2	0.08
PARKWAY LOCAL SD	048579	1	0.04
PARMA CITY SD	044636	28	1.16
PATRICK HENRY LOCAL SD	047597	1	0.04
PAULDING EV SD	045575	5	0.21
PERKINS LOCAL SD	046813	2	0.08

SCHOOL DISTRICT	District IRN	COEs Returned	
		Freq.	%
PERRY LOCAL SD	045781	1	0.04
PERRY LOCAL SD	049924	7	0.29
PERRYSBURG EV SD	045583	5	0.21
PICKERINGTON LOCAL SD	046896	24	0.99
PIKE-DELTA-YORK LOCAL SD	047084	4	0.17
PIQUA CITY SD	044644	5	0.21
PLAIN LOCAL SD	049932	8	0.33
PLYMOUTH-SHILOH LOCAL SD	049460	1	0.04
POLAND LOCAL SD	048348	2	0.08
PORTSMOUTH CITY SD	044669	1	0.04
PREBLE SHAWNEE LOCAL SD	049288	1	0.04
PREMIER ACADEMY OF OHIO	000938	6	0.25
PRINCETON CITY SD	044677	18	0.75
PYMATUNING VALLEY LOCAL SD	045880	6	0.25
RAVENNA CITY SD	044685	3	0.12
READING COMM CITY SD	044693	5	0.21
REVERE LOCAL SD	050054	1	0.04
REYNOLDSBURG CITY SD	047001	13	0.54
RICHMOND HEIGHTS LOCAL SD	046599	1	0.04
RIPLEY-UNION-LEWIS-HUNTINGTON LOCAL SD	046078	2	0.08
RIVER VALLEY LOCAL SD	048447	3	0.12
RIVER VIEW LOCAL SD	046482	6	0.25
RIVERDALE LOCAL SD	047514	1	0.04
RIVERSIDE LOCAL SD	047894	3	0.12
ROCK HILL LOCAL SD	047944	1	0.04
ROCKY RIVER CITY SD	044701	1	0.04
ROOTSTOWN LOCAL SD	049213	1	0.04
ROSS LOCAL SD	046144	2	0.08
ROSSFORD EV SD	045609	2	0.08
SALEM CITY SD	044735	2	0.08
SANDUSKY CITY SD	044743	10	0.41
SCHOLARTS PREP & CAREER CENTER	000277	1	0.04
SCIOTO VALLEY LOCAL SD	049130	1	0.04
SEBRING LOCAL SD	048355	2	0.08
SENECA EAST LOCAL SD	049684	1	0.04
SHAKER HEIGHTS CITY SD	044750	12	0.50
SHEFFIELD-SHEFFIELD LAKE CITY SD	044768	4	0.17
SHELBY CITY SD	044776	1	0.04
SIDNEY CITY SD	044784	3	0.12
SOLON CITY SD	046607	5	0.21
SOUTH CENTRAL LOCAL SD	047738	2	0.08
SOUTH EUCLID-LYNDHURST CITY SD	044792	6	0.25
SOUTH POINT LOCAL SD	047951	2	0.08

SCHOOL DISTRICT	District IRN	COEs Returned	
		Freq.	%
SOUTH-WESTERN CITY SD	044800	35	1.45
SOUTHEAST LOCAL SD	050583	5	0.21
SOUTHERN LOCAL SD	046441	3	0.12
SOUTHERN LOCAL SD	049064	6	0.25
SOUTHINGTON LOCAL SD	050237	2	0.08
SOUTHWEST LICKING LOCAL SD	048041	2	0.08
SOUTHWEST LOCAL SD	047381	6	0.25
SPRINGBORO COMM CITY SD	050427	4	0.17
SPRINGFIELD CITY SD	044818	3	0.12
SPRINGFIELD LOCAL SD	048223	11	0.46
ST BERNARD-ELMWOOD PLACE CITY SD	044719	3	0.12
ST CLAIRSVILLE-RICHLAND CITY SD	045997	1	0.04
ST MARYS CITY SD	044727	3	0.12
ST VINCENT ST MARY HS	053850	1	0.04
STEUBENVILLE CITY SD	044826	1	0.04
STOW-MUNROE FALLS CITY SD	044834	5	0.21
STREETSBORO CITY SD	049239	2	0.08
STRONGSVILLE CITY SD	044842	4	0.17
STRUTHERS CITY SD	044859	4	0.17
STRYKER LOCAL SD	050658	3	0.12
SUGARCREEK LOCAL SD	047274	3	0.12
SWANTON LOCAL SD	047092	5	0.21
SWITZERLAND OF OHIO LOCAL SD	048652	2	0.08
SYCAMORE COMM CITY SD	044867	11	0.46
SYLVANIA CITY SD	044875	12	0.50
SYMMES VALLEY LOCAL SD	047969	1	0.04
TRECA DIGITAL ACADEMY	143305	1	0.04
TALAWANDA CITY SD	046151	4	0.17
TALLMADGE CITY SD	044883	4	0.17
TEAYS VALLEY LOCAL SD	049098	2	0.08
TECUMSEH LOCAL SD	046243	2	0.08
THREE RIVERS LOCAL SD	047399	4	0.17
TIFFIN CITY SD	044891	3	0.12
TIPP CITY EV SD	045617	4	0.17
TOLEDO CITY SD	044909	64	2.65
TORONTO CITY SD	044917	2	0.08
TRI-COUNTY NORTH LOCAL SD	091397	2	0.08
TRI-VALLEY LOCAL SD	048876	1	0.04
TRI-VILLAGE LOCAL SD	046680	1	0.04
TRIAD LOCAL SD	046201	1	0.04
TRIMBLE LOCAL SD	045922	2	0.08
TRIWAY LOCAL SD	050591	1	0.04
TROTWOOD-MADISON CITY SD	048694	2	0.08

SCHOOL DISTRICT	District IRN	COEs Returned	
		Freq.	%
TROY CITY SD	044925	2	0.08
TUSCARAWAS VALLEY LOCAL SD	050302	5	0.21
TUSLAW LOCAL SD	049957	3	0.12
TWIN VALLEY COMM LOCAL SD	049296	1	0.04
TWINSBURG CITY SD	050070	2	0.08
UNION-SCIOTO LOCAL SD	049536	2	0.08
UNITED LOCAL SD	046458	2	0.08
UPPER ARLINGTON CITY SD	044933	4	0.17
UPPER SANDUSKY EV SD	045625	2	0.08
URBANA CITY SD	044941	4	0.17
VALLEY VIEW LOCAL SD	048744	2	0.08
VAN WERT CITY SD	044966	3	0.12
VANDALIA-BUTLER CITY SD	044958	8	0.33
VERSAILLES EV SD	045633	2	0.08
VINTON CO LOCAL SD	050393	2	0.08
VIRTUAL CS OF OHIO	143537	4	0.17
VIRTUAL SCHOOLHOUSE	000564	4	0.17
WADSWORTH CITY SD	044974	4	0.17
WALNUT TOWNSHIP LOCAL SD	046904	1	0.04
WAPAKONETA CITY SD	044982	5	0.21
WARREN CITY SD	044990	4	0.17
WARRENSVILLE HEIGHTS CITY SD	045005	2	0.08
WASHINGTON COURT HOUSE CITY SD	045013	6	0.25
WASHINGTON LOCAL SD	048231	8	0.33
WAUSEON EV SD	045641	3	0.12
WAVERLY CITY SD	049148	4	0.17
WAYNE TRACE LOCAL SD	049031	2	0.08
WELLINGTON EV SD	045658	1	0.04
WELLSTON CITY SD	045021	1	0.04
WEST BRANCH LOCAL SD	048389	1	0.04
WEST CARROLLTON CITY SD	045054	3	0.12
WEST CLERMONT LOCAL SD	046359	5	0.21
WEST HOLMES LOCAL SD	047696	5	0.21
WEST MUSKINGUM LOCAL SD	048884	3	0.12
WESTERN RESERVE LOCAL SD	047746	1	0.04
WESTERN RESERVE LOCAL SD	048397	3	0.12
WESTERVILLE CITY SD	045047	10	0.41
WESTLAKE CITY SD	045062	4	0.17
WHITEHALL CITY SD	045070	2	0.08
WICKLIFFE CITY SD	045088	1	0.04
WILLARD CITY SD	045096	1	0.04
WILLOUGHBY-EASTLAKE CITY SD	045104	11	0.46
WILMINGTON CITY SD	045112	4	0.17

SCHOOL DISTRICT	District IRN	COEs Returned	
		Freq.	%
WINDHAM EV SD	045666	2	0.08
WINTON WOODS CITY SD	044081	9	0.37
WOODMORE LOCAL SD	049577	2	0.08
WOOSTER CITY SD	045120	6	0.25
WORTHINGTON CITY SD	045138	8	0.33
WYNFORD LOCAL SD	046524	4	0.17
WYOMING CITY SD	045146	1	0.04
XENIA COMM CITY SD	045153	6	0.25
YOUNGSTOWN CITY SD	045161	17	0.70
ZANE TRACE LOCAL SD	049544	5	0.21
ZANESVILLE CITY SD	045179	7	0.29

APPENDIX B: READING

Table B.1: Frequency of Grade, Age, Ethnicity, and Gender Report - Reading

	Freq.	%
Grade		
10	1744	93.46
11	97	5.20
12	20	1.07
Missing	2	0.11
Other	3	0.16
Total	1866	100
Age		
15	2	0.11
16	338	18.11
17	936	50.16
18	457	24.49
19	104	5.57
20	13	0.70
21	8	0.43
22	2	0.11
Missing	6	0.32
Total	1866	100
Ethnicity		
American Indian	2	0.11
Asian/Pacific Islander	14	0.75
Black/African American	485	25.99
Hispanic	46	2.47
Missing	4	0.21
Multi-Racial	52	2.79
Other	14	0.75
White	1249	66.93
Total	1866	100
Gender		
Female	705	37.78
Male	1159	62.11
Missing	2	0.11
Total	1866	100

Table B.2: Frequency of IEP, Evidence, Domain Scores, Settings Scores, and Total Scores - Reading

	Freq.	%
Settings and Interactions Domain Ratings		
2	86	4.61
3	4	0.21
4	209	11.2
6	23	1.23
7	8	0.43
8	1529	81.94
IE	3	0.16
ME	2	0.11
Total	1866	100
Entry Linked to Student Individualized Education Plan (IEP)		
Missing	124	6.65
No	137	7.34
Yes	1605	86.01
Total	1866	100
Pieces of Evidence		
0	28	1.5
1	3	0.16
2	300	16.08
3	1535	82.26
Total	1866	100
Performance Domain Scores		
0	1	0.05
4	6	0.32
5	8	0.43
6	1782	95.5
IE	16	0.86
ME	28	1.5
NTS	25	1.34
Total	1866	100
Instructional Context Domain Scores		
2	9	0.48
2.5	3	0.16
3	715	38.32
3.5	241	12.92
4	829	44.43
IE	16	0.86
ME	28	1.5
NTS	25	1.34
Total	1866	100
Independence Domain Scores		

	Freq.	**%**
2	12	0.64
3	1	0.05
4	42	2.25
5	9	0.48
6	400	21.44
7	88	4.72
8	1245	66.72
IE	16	0.86
ME	28	1.5
NTS	25	1.34
Total	1866	100
Subject Score		
0	1	0.05
12	15	0.8
15	9	0.48
18	704	37.73
20	1	0.05
21	240	12.86
24	827	44.32
NSA	69	3.7
Total	1866	100

Table B.3: Rater Agreement for Domain Scores and Settings - Reading

	Freq.	%
Rater Agreement by Performance		
Perfectly Agree	1858	99.57
Adjacent	8	0.43
Total	1866	100
Rater Agreement by Instructional Context		
Perfectly Agree	1621	86.87
Adjacent	244	13.08
Disagree	1	0.05
Total	1866	100
Rater Agreement by Independence		
Perfectly Agree	1766	94.64
Adjacent	98	5.25
Disagree	2	0.11
Total	1866	100
Rater Agreement by Settings & Interaction		
Perfectly Agree	1848	99.04
Adjacent	12	0.64
Disagree	6	0.32
Total	1866	100

Table B.4: Frequency of Evidence Types - Reading

Evidence Type	Freq.	%
Data Chart	470	8.40
Checklist	923	16.49
Work Sample	728	13.00
Captioned Photos	587	10.49
Video	6	0.11
Audio	3	0.05
Peer Review	341	6.09
Observation	1282	22.90
Interview	863	15.42
Other	5	0.09
Missing	390	6.97
Total	5598	100.00

Table B.5: Correlations Among Domains and Total Subject Score - Reading

	Performance	Instructional Context	Independence	Settings and Interactions	Total Score
Performance	1	0.04	0.16	0.08	0.27
Instructional Context	0.04	1	0.15	0.18	0.97
Independence	0.16	0.15	1	0.24	0.18
Settings and Interactions	0.08	0.18	0.24	1	0.20
Total Score	0.27	0.97	0.18	0.20	1

Table B.6: Descriptive Statistics for Domain Scores and Total Score - Reading

Domain	N	Mean	Median	Standard Deviation	Standard Error
Performance	1797	5.99	6.0	0.19	0.00
Instructional Context	1797	3.52	3.5	0.48	0.01
Independence	1797	7.35	8.0	1.09	0.03
Settings and Interactions	1859	7.23	8.0	1.73	0.04
Total Score	1797	21.09	21.0	2.96	0.07

Table B.7: Top Ten Selected Applications - Reading

Application	Freq.	%
Follow multi-step instructions using text or picture symbols.	218	11.69
Read specific information from text (e.g., chart, newspaper) for a purpose.	217	11.64
Follow simple directions in daily routines using text or picture symbol sequences.	146	7.83
Identify specific information from an informational document (e.g., list, menu).	126	6.76
Read words and/or picture symbols applied within the context of an activity or task.	124	6.65
Identify and/or read print information important for completion of a task.	114	6.11
Use a variety of resources to locate specific information.	114	6.11
Make selections in the context of an activity.	99	5.31
Locate specific information from an online resource.	98	5.25
Use environmental signs that provide information to achieve a purpose.	85	4.56

APPENDIX C: WRITING

Table C.1: Frequency of Grade, Age, Ethnicity, and Gender Report - Writing

	Freq.	%
Grade		
10	514	93.97
11	27	4.94
12	5	0.91
Other	1	0.18
Total	547	100
Age		
15	1	0.18
16	105	19.2
17	285	52.1
18	119	21.76
19	24	4.39
20	8	1.46
21	3	0.55
22	1	0.18
Missing	1	0.18
Total	547	100
Ethnicity		
Asian/Pacific Islander	2	0.37
Black/African American	144	26.33
Hispanic	13	2.38
Multi-Racial	15	2.74
Other	2	0.37
White	371	67.82
Total	547	100
Gender		
Female	208	38.03
Male	337	61.61
Missing	2	0.37
Total	547	100

Table C.2: Frequency of IEP, Evidence, Domain Scores, Settings Scores, and Total Scores - Writing

	Freq.	%
Settings and Interactions Domain Ratings		
2	35	6.40
4	92	16.82
6	7	1.28
7	1	0.18
8	409	74.77
IE	1	0.18
NTS	2	0.37
Total	547	100
Entry Linked to Student Individualized Education Plan (IEP)		
Missing	35	6.40
No	36	6.58
Yes	476	87.02
Total	547	100
Pieces of Evidence		
1	2	0.37
2	82	14.99
3	463	84.64
Total	547	100
Performance Domain Scores		
4	3	0.55
5	3	0.55
6	532	97.26
COESAD	2	0.37
IE	2	0.37
NTS	5	0.91
Total	547	100
Instructional Context Domain Scores		
2	1	0.18
3	318	58.14
3.5	68	12.43
4	151	27.61
COESAD	2	0.37
IE	2	0.37
NTS	5	0.91
Total	547	100
Independence Domain Scores		
2	5	0.91
4	22	4.02
5	2	0.37
6	117	21.39

	Freq.	**%**
7	29	5.30
8	363	66.36
COESAD	2	0.37
IE	2	0.37
NTS	5	0.91
Total	547	100
Subject Score		
12	4	0.73
15	3	0.55
18	312	57.04
21	68	12.43
24	151	27.61
NSA	9	1.65
Total	547	100

Table C.3: Rater Agreement for Domain Scores and Settings - Writing

	Freq.	%
Rater Agreement by Performance		
Perfectly Agree	544	99.45
Adjacent	3	0.55
Total	547	100
Rater Agreement by Instructional Context		
Perfectly Agree	479	87.57
Adjacent	68	12.43
Total	547	100
Rater Agreement by Independence		
Perfectly Agree	516	94.33
Adjacent	31	5.67
Total	547	100
Rater Agreement by Settings & Interactions		
Perfectly Agree	545	99.63
Adjacent	1	0.18
Disagree	1	0.18
Total	547	100

Table C.4: Frequency of Evidence Types - Writing

Type of Evidence	Freq.	%
Data Chart	106	6.46
Checklist	197	12
Work Sample	441	26.87
Captioned Photos	144	8.78
Video	1	0.06
Peer Review	87	5.3
Observation	362	22.06
Interview	216	13.16
Other	1	0.06
Missing	86	5.24
Total	1641	100

Table C.5: Correlations Among Domains and Total Subject Score - Writing

	Performance	Instructional Context	Independence	Settings and Interactions	Total Score
Performance	1	0.08	0.22	0.05	0.26
Instructional Context	0.08	1	0.00	0.19	0.98
Independence	0.22	0.00	1	0.17	0.04
Settings and Interactions	0.05	0.19	0.17	1	0.19
Total Score	0.26	0.98	0.04	0.19	1

Table C.6: Descriptive Statistics for Domain Scores and Total Score - Writing

Domain	N	Mean	Median	Standard Deviation	Standard Error
Performance	538	5.98	6	0.17	0.01
Instructional Context	538	3.34	3	0.44	0.02
Independence	538	7.28	8	1.2	0.05
Settings and Interactions	544	6.91	8	1.97	0.08
Total Score	538	20	18	2.75	0.12

Table C.7: Top Ten Selected Applications - Writing

Application	Freq.	%
Write legibly in a purposeful document.	197	36.01
Use appropriate capitalization in words and/or sentences.	70	12.8
Use appropriate sentence punctuation.	54	9.87
Write frequently used words with correct spelling.	39	7.13
Use a switch/technology to generate a sentence.	27	4.94
Use capitalization in proper nouns and/or beginning of sentence.	26	4.75
Combine words to create a grammatically correct sentence.	24	4.39
Use technology tools to create a purposeful document.	23	4.2
Use upper and lower case letters within a writing document.	18	3.29
Use standard writing procedures: left to right, top to bottom, spacing.	15	2.74

APPENDIX D: MATHEMATICS

Table D.1: Frequency of Grade, Age, Ethnicity, and Gender Report - Math

	Freq.	%
Grade		
10	2258	93.58
11	124	5.14
12	25	1.04
Missing	2	0.08
Other	4	0.17
Total	2413	100
Age		
15	3	0.12
16	443	18.36
17	1221	50.6
18	576	23.87
19	128	5.3
20	21	0.87
21	11	0.46
22	3	0.12
Missing	7	0.29
Total	2413	100
Ethnicity		
American Indian	2	0.08
Asian/Pacific Islander	16	0.66
Black/African American	629	26.07
Hispanic	59	2.45
Missing	4	0.17
Multi-Racial	67	2.78
Other	16	0.66
White	1620	67.14
Total	2413	100
Gender		
Female	913	37.84
Male	1496	62
Missing	4	0.17
Total	2413	100

Table D.2: Frequency of IEP, Evidence, Domain Scores, Settings Scores, and Total Scores - Math

	Freq.	%
Settings and Interactions Domain Ratings		
2	121	5.01
3	4	0.17
4	301	12.47
6	30	1.24
7	9	0.37
8	1938	80.31
IE	4	0.17
ME	2	0.08
NTS	4	0.17
Total	2413	100
Entry Linked to Student Individualized Education Plan (IEP)		
Missing	189	7.83
No	247	10.24
Yes	1977	81.93
Total	2413	100
Pieces of Evidence		
0	60	2.49
1	8	0.33
2	411	17.03
3	1934	80.15
Total	2413	100
Performance Domain Scores		
0	1	0.04
2	1	0.04
4	6	0.25
5	13	0.54
6	2239	92.79
COESAD	2	0.08
IE	27	1.12
ME	59	2.45
NTS	65	2.69
Total	2413	100
Instructional Context Domain Scores		
2	20	0.83
2.5	5	0.21
3	916	37.96
3.5	247	10.24
4	1072	44.43
COESAD	2	0.08
IE	27	1.12
ME	59	2.45
NTS	65	2.69

	Freq.	**%**
Total	2413	100
Independence Domain Scores		
2	17	0.7
3	3	0.12
4	64	2.65
5	16	0.66
6	485	20.1
7	75	3.11
8	1600	66.31
COESAD	2	0.08
IE	27	1.12
ME	59	2.45
NTS	65	2.69
Total	2413	100
Subject Score		
0	1	0.04
6	1	0.04
8	1	0.04
12	23	0.95
15	13	0.54
16	1	0.04
18	904	37.46
20	3	0.12
21	245	10.15
24	1068	44.26
NSA	153	6.34
Total	2413	100

Table D.3: Rater Agreement for Domain Scores and Settings - Math

	Freq.	%
Rater Agreement by Performance		
Perfectly Agree	2399	99.42
Adjacent	13	0.54
Disagree	1	0.04
Total	2413	100
Rater Agreement by Instructional Context		
Perfectly Agree	2159	89.47
Adjacent	252	10.44
Disagree	2	0.08
Total	2413	100
Rater Agreement by Independence		
Perfectly Agree	2318	96.06
Adjacent	94	3.9
Disagree	1	0.04
Total	2413	100
Rater Agreement by Settings & Interaction		
Perfectly Agree	2393	99.17
Adjacent	13	0.54
Disagree	7	0.29
Total	2413	100

Table D.4: Frequency of Evidence Types - Math

Type of Evidence	Freq.	%
Data Chart	574	7.93
Checklist	1129	15.6
Work Sample	949	13.11
Captioned Photos	850	11.74
Video	8	0.11
Audiotape (Cassette Only)	1	0.01
Peer Review	387	5.35
Observation	1584	21.88
Interview	1141	15.76
Other	9	0.12
Missing	607	8.39
Total	7239	100

Table D.5: Correlations Among Domains and Total Subject Score - Math

	Performance	Instructional Context	Independence	Settings and Interactions	Total Score
Performance	1	0.06	0.11	0.07	0.26
Instructional Context	0.06	1	0.13	0.19	0.98
Independence	0.11	0.13	1	0.23	0.15
Settings and Interactions	0.07	0.19	0.23	1	0.20
Total Score	0.26	0.98	0.15	0.20	1

Table D.6: Descriptive Statistics for Domain Scores and Total Score - Math

Domain	N	Mean	Median	Standard Deviation	Standard Error
Performance	2260	5.98	6	0.2	0
Instructional Context	2260	3.52	3.5	0.49	0.01
Independence	2260	7.35	8	1.14	0.02
Settings and Interactions	2403	7.16	8	1.79	0.04
Total Score	2260	21.07	21	3.04	0.06

Table D.7: Top Ten Selected Applications - Math

Application	Freq.	%
Create/complete a simple graph to display information.	281	11.65
Assemble an object following a pattern or set of directions.	265	10.99
Write and solve a simple mathematical statement based on a real situation.	207	8.58
Take own turn within a patterned activity.	203	8.42
Identify and/or extend a pattern for a specific purpose (e.g., collating, setting the table).	177	7.34
Follow the pattern of a template to complete a task.	163	6.76
Locate information on a simple chart or table to solve a problem.	160	6.63
Reproduce a pattern using objects.	128	5.31
Use visual representations (e.g., tables, charts) to represent and/or solve a problem.	123	5.1
Use a picture sequence to complete a routine task.	106	4.39

APPENDIX E: SCIENCE

Table E.1: Frequency of Grade, Age, Ethnicity, and Gender Report - Science

	Freq.	%
Grade		
10	2258	93.58
11	124	5.14
12	25	1.04
Missing	2	0.08
Other	4	0.17
Total	2413	100
Age		
15	3	0.12
16	443	18.36
17	1221	50.60
18	576	23.87
19	128	5.30
20	21	0.87
21	11	0.46
22	3	0.12
Missing	7	0.29
Total	2413	100
Ethnicity		
American Indian	2	0.08
Asian/Pacific Islander	16	0.66
Black/African American	629	26.07
Hispanic	59	2.45
Missing	4	0.17
Multi-Racial	67	2.78
Other	16	0.66
White	1620	67.14
Total	2413	100
Gender		
Female	913	37.84
Male	1496	62.00
Missing	4	0.17
Total	2413	100

Table E.2: Frequency of IEP, Evidence, Domain Scores, Settings Scores, and Total Scores - Science

Settings and Interactions Domain Ratings		
2	121	5.01
3	4	0.17
4	301	12.47
6	30	1.24
7	9	0.37
8	1938	80.31
IE	4	0.17
ME	2	0.08
NTS	4	0.17
Total	2413	100
Entry Linked to Student Individualized Education Plan (IEP)		
Missing	196	8.12
No	318	13.18
Yes	1899	78.70
Total	2413	100
Pieces of Evidence		
0	68	2.82
1	3	0.12
2	408	16.91
3	1934	80.15
Total	2413	100
Performance Domain Scores		
0	1	0.04
2	1	0.04
3	1	0.04
4	2	0.08
5	10	0.41
6	2267	93.95
COESAD	1	0.04
IE	26	1.08
ME	67	2.78
NTS	37	1.53
Total	2413	100
Instructional Context Domain Scores		
2	3	0.12
2.5	3	0.12
3	444	18.4
3.5	199	8.25
4	1633	67.68
COESAD	1	0.04
IE	26	1.08
ME	67	2.78

NTS	37	1.53
Total	2413	100
Independence Domain Scores		
2	15	0.62
3	2	0.08
4	51	2.11
5	19	0.79
6	478	19.81
7	90	3.73
8	1627	67.43
COESAD	1	0.04
IE	26	1.08
ME	67	2.78
NTS	37	1.53
Total	2413	100
Subject Score		
0	1	0.04
8	1	0.04
9	1	0.04
12	5	0.21
15	8	0.33
18	437	18.11
20	4	0.17
21	198	8.21
24	1627	67.43
NSA	131	5.43
Total	2413	100

Table E.3: Rater Agreement for Domain Scores and Settings - Science

	Freq.	%
Rater Agreement by Performance		
Perfectly Agree	2402	99.54
Adjacent	11	0.46
Total	2413	100
Rater Agreement by Instructional Context		
Perfectly Agree	2209	91.55
Adjacent	202	8.37
Disagree	2	0.08
Total	2413	100
Rater Agreement by Independence		
Perfectly Agree	2301	95.36
Adjacent	111	4.60
Disagree	1	0.04
Total	2413	100
Rater Agreement by Settings & Interaction		
Perfectly Agree	2393	99.17
Adjacent	13	0.54
Disagree	7	0.29
Total	2413	100

Table E.4: Frequency of Evidence Types - Science

Type of Evidence	Freq.	%
Data Chart	441	6.09
Checklist	1327	18.33
Work Sample	445	6.15
Captioned Photos	1025	14.16
Video	12	0.17
Audiotape (Cassette Only)	2	0.03
Peer Review	441	6.09
Observation	1654	22.85
Interview	1263	17.45
Other	11	0.15
Missing	618	8.54
Total	7239	100

Table E.5: Correlations Among Domains and Total Subject Score - Science

	Performance	Instructional Context	Independence	Settings and Interactions	Total Score
Performance	1	0.03	0.14	0.06	0.30
Instructional Context	0.03	1	0.08	0.21	0.96
Independence	0.14	0.08	1	0.23	0.11
Settings and Interactions	0.06	0.21	0.23	1	0.22
Total Score	0.30	0.96	0.11	0.22	1

Table E.6: Descriptive Statistics for Domain Scores and Total Score - Science

Domain	N	Mean	Median	Standard Deviation	Standard Error
Performance	2282	5.99	6	0.19	0.00
Instructional Context	2282	3.76	4	0.41	0.01
Independence	2282	7.38	8	1.09	0.02
Settings and Interactions	2403	7.16	8	1.79	0.04
Total Score	2282	22.5	24	2.55	0.05

Table E.7: Top Ten Selected Applications - Science

Application	Freq.	%
Operate electrical appliances for a purpose (e.g., lights, microwave).	394	16.33
Create a new material by combining two or more materials.	390	16.17
Combine two or more items in a recipe (e.g., milk and ice cream to make a shake).	281	11.65
Sort objects according to specific properties (e.g., paper, plastic).	273	11.32
Demonstrate safe use of electricity in daily activities.	148	6.14
Appropriately use items that produce sound to accomplish a specific purpose.	129	5.35
Classify familiar materials as liquids, solids, or gases.	104	4.31
Produce an action to make an object move.	91	3.77
Use motion of objects for a purpose.	74	3.07
Predict a change in matter (e.g., melting, freezing, baking).	71	2.94

APPENDIX F: SOCIAL STUDIES

Table F.1: Frequency of Grade, Age, Ethnicity, and Gender Report – Social Studies

	Freq.	%
Grade		
10	2258	93.58
11	124	5.14
12	25	1.04
Missing	2	0.08
Other	4	0.17
Total	2413	100
Age		
15	3	0.12
16	443	18.36
17	1221	50.60
18	576	23.87
19	128	5.30
20	21	0.87
21	11	0.46
22	3	0.12
Missing	7	0.29
Total	2413	100
Ethnicity		
American Indian	2	0.08
Asian/Pacific Islander	16	0.66
Black/African American	629	26.07
Hispanic	59	2.45
Missing	4	0.17
Multi-Racial	67	2.78
Other	16	0.66
White	1620	67.14
Total	2413	100
Gender		
Female	913	37.84
Male	1496	62.00
Missing	4	0.17
Total	2413	100

Table F.2: Frequency of IEP, Evidence, Domain Scores, Settings Scores, and Total Scores – Social Studies

	Freq.	%
Settings and Interactions Domain Ratings		
2	121	5.01
3	4	0.17
4	301	12.47
6	30	1.24
7	9	0.37
8	1938	80.31
IE	4	0.17
ME	2	0.08
NTS	4	0.17
Total	2413	100
Entry Linked to Student Individualized Education Plan (IEP)		
Missing	196	8.12
No	245	10.15
Yes	1972	81.72
Total	2413	100
Pieces of Evidence		
0	77	3.19
1	8	0.33
2	424	17.57
3	1904	78.91
Total	2413	100
Performance Domain Scores		
0	1	0.04
4	2	0.08
5	14	0.58
6	2277	94.36
COESAD	8	0.33
IE	20	0.83
ME	70	2.90
NTS	21	0.87
Total	2413	100
Instructional Context Domain Scores		
2	13	0.54
2.5	8	0.33
3	641	26.56
3.5	143	5.93
4	1489	61.71
COESAD	8	0.33
IE	20	0.83
ME	70	2.90

	Freq.	%
NTS	21	0.87
Total	2413	100
Independence Domain Scores		
2	13	0.54
3	7	0.29
4	49	2.03
5	10	0.41
6	475	19.69
7	104	4.31
8	1636	67.80
COESAD	8	0.33
IE	20	0.83
ME	70	2.90
NTS	21	0.87
Total	2413	100
Subject Score		
0	1	0.04
12	15	0.62
15	15	0.62
18	631	26.15
20	7	0.29
21	143	5.93
24	1482	61.42
NSA	119	4.93
Total	2413	100

Table F.3: Rater Agreement for Domain Scores and Settings – Social Studies

	Freq.	%
Rater Agreement by Performance		
Perfectly Agree	2399	99.42
Adjacent	14	0.58
Total	2413	100
Rater Agreement by Instructional Context		
Perfectly Agree	2261	93.70
Adjacent	151	6.26
Disagree	1	0.04
Total	2413	100
Rater Agreement by Independence		
Perfectly Agree	2288	94.82
Adjacent	121	5.01
Disagree	4	0.17
Total	2413	100
Rater Agreement by Settings & Interactions		
Perfectly Agree	2393	99.17
Adjacent	13	0.54
Disagree	7	0.29
Total	2413	100

Table F.4: Frequency of Evidence Types – Social Studies

Evidence Type	Freq.	%
Data Chart	358	4.95
Checklist	1227	16.95
Work Sample	781	10.79
Captioned Photos	921	12.72
Video	7	0.10
Audiotape (Cassette Only)	2	0.03
Peer Review	408	5.64
Observation	1653	22.83
Interview	1203	16.62
Other	8	0.11
Missing	671	9.27
Total	7239	100

Table F.5: Correlations Among Domains and Total Subject Score – Social Studies

	Performance	Instructional Context	Independence	Settings and Interactions	Total Score
Performance	1	0.05	0.14	0.05	0.22
Instructional Context	0.05	1	0.08	0.30	0.98
Independence	0.14	0.08	1	0.21	0.10
Settings and Interactions	0.05	0.30	0.21	1	0.30
Total Score	0.22	0.98	0.10	0.30	1

Table F.6: Descriptive Statistics for Domain Scores and Total Score – Social Studies

Domain	N	Mean	Median	Standard Deviation	Standard Error
Performance	2294	5.99	6	0.16	0.00
Instructional Context	2294	3.67	4	0.47	0.01
Independence	2294	7.39	8	1.08	0.02
Settings and Interactions	2403	7.16	8	1.79	0.04
Total Score	2294	22	24	2.87	0.06

Table F.7: Top Ten Selected Applications – Social Studies

Application	Freq.	%
Complete steps using money to make a purchase.	379	15.73
Count money amounts for a purchase.	279	11.58
Complete steps to perform specific tasks in school or community locations.	213	8.84
Calculate the amount of money for a purchase.	209	8.67
Perform basic banking activities/tasks.	169	7.01
Use a variety of information sources to locate needed goods and/or services.	127	5.27
Exchange money to purchase goods at school or in the community.	123	5.10
Compare prices of similar items.	121	5.02
Complete skills to perform a school or community job.	82	3.40
Select an item for purchase.	73	3.03