

# District Alternate Assessment Self-Reflection Guide

**Purpose of this guide:** The District Alternate Assessment Self-Reflection Guide is an optional resource for districts that may need support based on their alternate assessment participation data. The Department is required to ensure districts are only testing eligible students with the alternate assessment. This self-reflection guide is designed to support districts in their data review process to address the appropriate eligibility of student participation in the alternate assessment. This guide best serves districts that are interested in being proactive regarding their alternate assessment participation rates. Each section provides the Department's best-practices following the Every Student Succeeds Act\* along with guiding questions and resources.

| <b>Section A</b>   |
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| <p><b><u>Data Gathering and Reporting:</u></b><br/>The following data are required to be reported to the Department: EMIS Data, alternate assessment testing data, district justifications with assurances.</p>  |
| <p><b><u>Guiding Questions:</u></b></p> <ol style="list-style-type: none"><li>1. What steps does your district take to ensure that all required data are accurately reported to the Ohio Department of Education?</li><li>2. How will you know if there is a data error?</li><li>3. If there is a data error, who is responsible for changes and updates? What steps are taken to avoid reporting errors in the future?</li></ol>  |
| <p><b><u>Resource(s):</u></b></p> <ol style="list-style-type: none"><li>1. <a href="#">Ohio's Special Education Profiles</a></li><li>2. <a href="#">EMIS Manual</a></li></ol>  |
| <b>Section B</b>   |
| <p><b><u>Policies, Practices and Procedures:</u></b><br/>All decisions about alternate assessment eligibility are made annually beginning in grade 3 by the IEP team during the IEP meeting, based on the use of Ohio's Alternate Assessment Decision-Making Tool with family input, using detailed data as evidence in each section of the rubric.</p>  |
| <p><b><u>Guiding Questions:</u></b></p> <ol style="list-style-type: none"><li>1. In what grade level(s) do IEP teams begin making decisions about alternate assessment eligibility and participation? At what grade level is eligibility being revisited annually? How do IEP teams ensure that alternate assessment eligibility decisions are not made too soon, for example in grades K-2?</li><li>2. How does the district ensure districtwide implementation of Ohio's Alternate Assessment Decision-Making Tool?</li><li>3. What data (assessment tools/collections of evidence) is referenced during alternate assessment eligibility decision-making?</li></ol> |
| <p><b><u>Resource(s):</u></b></p> <ol style="list-style-type: none"><li>1. <a href="#">Ohio's AA Decision-Making Tool</a></li><li>2. See <a href="https://literacyaccessforall.org/">https://literacyaccessforall.org/</a> for more information on screening, diagnostic and formative data collection</li></ol>   |
| <b>Section C</b>   |
| <p><b><u>Training for District Staff Regarding Alternate Assessment:</u></b><br/>All district staff who administer the alternate assessment must be trained using state training resources and documents. This includes administrators who have the responsibility of providing oversight for the administration of the alternate assessment. It is recommended that</p>   |

*\*ESEA section 1111(b)(2)(D) and 34 CFR 200.6(c) and (d) contain requirements for the participation of students with the most significant cognitive disabilities in the AA-AAAS. ESEA section 1111(b)(2)(D)(i)(I) limits the total number of students with the most significant cognitive disabilities who are assessed Statewide with an AA-AAAS to 1.0 percent of the total number of students in the State who are assessed in that subject. As described in 34 CFR 200.6(c)(3), a State may not prohibit an LEA from assessing more than 1.0 percent of its assessed students with an AA-AAAS. However, a State must require an LEA that assesses more than 1.0 percent of its assessed students in any subject with an AA-AAAS to submit information to the State justifying the need to exceed the 1.0 percent threshold.*

administrators who provide oversight for the alternate assessment be trained and use the Ohio Department of Education’s training resources and documents (see resources below).

**Guiding Questions:**

1. Who provides the training for alternate assessment determination? ([Online Alternate Assessment Test Administration Certification](#), state support team training, district training, other)
2. How are staff trained to administer the alternate assessment before the test window opens?
3. How are all other IEP team members and new team members trained/informed about alternate assessment participation decision and data management?
4. Who monitors training?

**Resource(s):**

1. [Online Alternate Assessment Test Administration Certification](#)
2. [Regional Professional Development](#)
3. [Ohio’s Alternate Assessment State Resources](#)
4. [Ohio’s AA Decision Making Tool](#)

**Section D**

**Family Engagement:**

Families are engaged and included in:

1. Families are informed about alternate assessment eligibility guidelines using Ohio’s Alternate Assessment Decision-Making Tool.
2. Families are participating members of the IEP team when alternate assessment decisions are being made.
3. Families know about the long-term implications of taking the alternate assessment – specifically related to graduation and post school outcomes.

**Guiding Questions:**

1. How are families informed about alternate assessment eligibility criteria and decision making?
2. How are families engaged and included in alternate assessment decision making around state and district testing/assessment?
3. How are families, along with the IEP team, following the guidelines established by the State (ESEA/ESSA 612(a)(16)(C) p.115) to determine eligibility for the alternate assessment?
4. How are families informed about the long-term implications of taking the alternate assessment? (Topics to consider: Graduation, diploma, post-secondary, etc.)

**Resource(s):**

1. [Ohio’s Alternate Assessment Website](#)
2. [NCEO: Start with The End in Mind](#)
3. [How will taking the alternate assessment affect my child/child’s future?](#)

**Section E**

**District and Building Data Exploration:**

Districts ensure that:

1. IEP teams use detailed data as evidence in each section of Ohio’s Alternate Assessment Decision-Making Tool rubric for every student.
2. Districts review indicator 3 data for trends and patterns that would indicate overidentification or disproportionality in one or more subgroups.

**Guiding Questions:**

Identify the percentage of students in your district participating in Ohio’s alternate assessment in grades 3-8 and high school for English language arts, math, and science. Alternate Assessment Participation Calculation is the number of students with disabilities taking the

alternate assessment for the first time (numerator) divided by all tested students (denominator).

Districts should engage in discussions about:

1. How is district alternate assessment participation data reviewed? By whom? How often?
2. Are there specific patterns that have emerged because of this alternate assessment participation data review?
3. Are there students represented in district data in disability categories that do not typically include students with significant cognitive disabilities (e.g., specific learning disability, speech or language impairment, visual impairment, hearing impairment, emotional disturbance) taking the alternate assessment? If so, why?
4. How does your district ensure that IEP teams use detailed data as evidence in each section of Ohio's Alternate Assessment Decision-Making Tool rubric for every student in out-of-district placements? (County Board of Developmental Disabilities, Educational Service Centers, court placement, foster care, etc.)

**Resource(s):**

1. [InspirEd webinar](#)
2. [Ohio's Special Education Profiles](#)

**Section F**

**District Examines Disproportionality:**

Districts review indicator 3 data for trends, patterns or red flags that would indicate overidentification or disproportionality in one or more subgroups. (Disability category, gender, racial/ethnicity, economic disadvantage, etc.).

**Guiding Questions:**

1. Regarding alternate assessment eligibility, what specific data have you reviewed to determine if there is a disproportionality problem in the district?
2. Based on this data review, does the district need to address alternate assessment disproportionality?

**Resource(s):**

1. [Equity in Special Education: Disproportionality](#)
2. [Guidance for Examining Disproportionality of Student Group Participation in Alternate Assessments](#)

**Section G**

**Planning Forward:**

Use the space below to begin planning to address next steps in sections A-G.

**Guiding Questions:**

1. What priority(s) have emerged because of this review?
  - a. What will happen in follow-up as a result?
2. What will the district do differently because of this review?

**Resource(s):**

1. [State Support Team Contacts](#)
2. Ohio Department of Education, Alternate Assessment Email: [AAParticipation@education.ohio.gov](mailto:AAParticipation@education.ohio.gov)

**Next Steps:**