


**Ohio Department of Education:
Office for Exceptional Children
Updates**

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Specialized Services








Linking the Pieces
to the Puzzle




Specialized Services

Consultants

Cathy Csanyi – Occupational/Physical Therapy

Bernadette Laughlin – Speech and Language

Buffy Mulholland – Autism Spectrum Disorder

Bonnie Nelson – Visually Impaired, Deaf/Blind, and Traumatic Brain Injury

Thomas Wenzel – Severe Emotional/Behavior Issues

*School Psychologist will be posted soon in interim - Cathy Csanyi and Mike Petrasek are representing OEC in this area.






On-site Monitoring Reviews


Jamie Nash, Assistant Director
Office for Exceptional Children
Monitoring Supports and Services
jamie.nash@ode.state.oh.us
614-752-1366

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OEC Comprehensive Monitoring System for Continuous Improvement


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On-site Review Selection

- To minimize disruption to LEAs from multiple forms of monitoring, OEC works in partnership with the Office of Federal Program's (OFF) Program Audit Compliance Tracking System (PACTS) to select LEAs.
- LEAs are selected randomly (except the 21 urban LEAs, which will be reviewed every three years), based on the PACTS cohort system, for on-site reviews conducted by OEC. OEC may schedule on-site reviews during the same time period as the PACTS reviews.


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Special Education-School Age

- Child Find
- Least Restrictive Environment
- Delivery of Service
- Data Verification

*See Record Review Items on ODE's website for compliance tool.


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State Support Team

The State Support Team (SST) for the LEA's region will provide technical assistance to LEA(s) during and after the review by:


- Attending the on-site parent public meeting and exit meetings;
- Providing assistance during the corrective action planning process; and
- Providing technical assistance and/or training, as needed to implement the corrective action plan.

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Jon Peterson Special Needs Scholarship Rules
Summary of Key Provisions

- Eligibility (3301-101-03)
- To be eligible for this scholarship, a child must be identified as a child with a disability under IDEA by the public school district.
- The child must be school age (5 to 21), entering grades kindergarten through twelfth.
- If the child is a first-time applicant, there can be no pending administrative or judicial proceedings pending regarding the child's eligibility or IEP.
- The child must take state assessments.

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**Jon Peterson Special Needs Scholarship Rules
Summary of Key Provisions**

The Application Process (3310-101-04)

- Application deadlines, which are set by statute, are:
- April 15 for scholarships for educational terms beginning between July 1 and December 31; and
- November 15 for educational terms beginning between January 1 and June 30.
- Scholarships will be awarded for the entire year to April 15 applicants. The second application period will be used to award scholarships to newly applying students, assuming scholarships are still available.



Jon Peterson Special Needs Scholarship Rules
Summary of Key Provisions

Responsibilities of Public School Districts (3310-101-05)

- The school district of residence or the district where the private school is located must evaluate and determine eligibility under IDEA.
- Public school districts must continue to reevaluate and prepare IEPs for students who are using scholarships.
- Once a family elects to receive a scholarship, the district of residence is no longer responsible for providing that child with a FAPE.



Award of Scholarships (3310-101-06)

If demand exceeds the scholarships available, priority will be given to returning students and a lottery process will be used.



Maximum Scholarship Amounts (which are further limited to the tuition charged by the provider)

<u>Special Education Category</u>	<u>Scholarship Funding per Student</u>
1 – Speech or Language only	\$7,196
2 – SLD, CD, or OHI-minor	\$7,608
3 – Hearing, Vision Impaired, Behavior	\$14,832
4 – Orthopedic Impaired, OHI-major	\$17,902
5 – Multi-handicapped	\$20,000
6 – Autism, TBI, Deaf-blind	\$20,000



Provider Participation (3310-101-09)

- Providers must be registered with the Department, which must approve their educational programs.
- Providers must prepare profiles of their special education programs, in a form to be prescribed by the Department, for the purpose of providing information to scholarship applicants.
- Providers must administer the state assessments to scholarship children, must agree to conduct background checks, must have services provided by appropriately licensed staff, must not discriminate based on race, gender or national origin, and must report the child's progress to the school district of residence.



What is the objective of Ohio's Formative Assessment in Middle School (FAMS) pilot project?

The **objective** is to *create a system of formative assessment practice in middle school mathematics and English language arts (ELA) aligned to the Common Core State Standards*. This system serves **two purposes: to change teacher practice to think and act more formatively**, allowing them to become more effective in their classroom instruction; and **to change student practice to become active participants in their own learning**. By deepening their knowledge and developing their skills, students will be able to apply the skills effectively to academia and everyday life.



Ohio Performance Assessment Pilot Project (OPAPP)

The Ohio Performance Assessment Pilot Program (OPAPP) is designed to pilot the use of performance assessments in classrooms. Currently, the first cohort of this program consists of high school teachers who teach English, mathematics and science in grades 11 and 12. These teachers have been involved in the pilot since it began in 2008.



In the **fall of 2011**, an additional cohort was added to include high school teachers who teach English, mathematics, science, social studies and career-technical pathways in grades nine, 10, 11 and 12. In **spring 2012**, a final cohort will be added to include elementary school teachers who teach English, mathematics, science and social studies in grades three through five.



What is ODE's definition of a performance assessment?

Using information gleaned from the last three years of the OPPAP pilot, ODE is using a working model for performance assessment. Ohio's Task Dyad system uses both learning and assessment tasks. The *learning tasks are intended to be used as formative tools*. These should fit into a teacher's curriculum and become part of the classroom culture. The *learning tasks are designed to give students an opportunity to learn the skills and knowledge that will be assessed in the assessment task*, so both tasks are closely connected to one another.



Formative Instruction Regional Professional Development with Battelle for Kids



“Where sound assessment for learning practices were implemented, students performed on average 30 percentile points more than places not using the strategies.” (Black & William, 1998)



Formative Instructional Practices

Q: What are formative instructional practices?

A: Formative instructional practices are a process, both formal and informal, that teachers and students use to know where they need to go in the intended learning, where they are and how to close the gap. The purpose is to collect evidence to inform learning—for both the teacher and student. Formative instructional practices are most powerful when students know what they know and can do, and teachers adjust instruction to keep all students on winning streaks. Formative instructional practices are often defined as assessment for learning or formative assessment.

While some people believe that *too much* testing occurs in schools today, the reality may be that *not enough* meaningful classroom assessment occurs to accelerate ALL students’ learning.



Building Capacity to Understand & Apply Improved Instructional Practices

- One of the most critical times to use assessment is during instruction. Formative instructional practices help teachers affirm students’ understanding of intended teaching objectives and reveal misconceptions, not just label achievement status. Substantially altering classroom practices, by changing the instructional interaction between teachers and students, demands strong support systems.
- Battelle for Kids assists districts’ efforts to develop and support teachers’ instructional practices and assessment literacy skills by:
- Delivering a blended learning experience of online and face-to-face professional development to school leaders and teachers through BFK•Learn, our online learning management service
- Building school learning teams and leaders’ capacity to use formative instructional practices
- Creating systems to integrate formative instructional practices into the school culture



Striving Readers Literacy Grant

- Ohio did not receive the competitive grant.
- Only 6 states received the grant.
- We are continuing to use the money from the formula grant to create and populate a Literacy landing page on the ODE site.



Alternate Assessment Extended Standards

- To develop extended standards to align to the Common Core Standards that have been adopted by the Ohio Department of Education



•What are Common Core Standards?

- The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.



Who are the students who take the state's alternate assessment?

- +/- 1% of the student population
- Ohio's AASWD was developed for students with significant cognitive disabilities.
- Current alternate assessment is a Collection of Evidence
- These students are not able to take the statewide assessment even with accommodations.



•While 45 of the states have adopted a set of common core standards, the responsibility to address extended standards is left to the individual state.



What are extended standards?

- An extension of the core standards that are applicable to students with significant cognitive disabilities.
- Extended standards may be reduced in breadth and depth in order to be applicable for students with significant cognitive disabilities (those taking an alternate assessment)
- Ohio has not had extended standards in the past...the alternate assessment was based on levels of complexity within "applications."



Ohio's ECCSS Committee

(Extended Common Core State Standards)

The committee is representative of the state, including members from all regions, in addition to other varied demographics, race, gender, general and special education, community schools, parents, K-12 (no higher education), and once we open to public comment, others will weigh in.



Grade Bands vs Grade levels

- Ohio's Decision: All grade levels shown, with grouping in K- 2, 3 – 5, 6 - 8, 9 – 10 and 11 – 12.
- Extension statements written to address the grade bands.





Essence statements" for each of the learning areas.

- *These are intended to very succinctly define the distinctive nature of each area.*
- *The most important crucial element.*



- Testing will occur between Feb.1 to March 30 of 2012.
- A mandatory training of the Woodcock Johnson Numbers Reversed, Tower of London-Drexel and D2 will occur on Jan. 25, 2012 in Columbus.
- All data will be used by the RTT consortia for development of a new national assessment to ensure accessibility for this population.
- Reimbursement for mileage and \$50 per student tested.



- Please contact Wendy Stoica if interested in participating in this research project.
- wendy.stoica@ode.state.oh.us



**Highlights:
Guidance Updates Posted:
10/15/11**

- Visit: edresourcesohio.org for changes to the Guidance Document
- Prior Written Notice chart is revised.
- Early Childhood Planning Form is revised.
- New chart for ETR's.
- Residency and Custody Chart.
- Discipline Procedures Chart (coming soon).

ADDITIONAL GUIDANCE RESOURCES

- Child Find: 60 Day Reference Guide
- Reference Guide for Complaint Process
- Clarification of terms: "Regular Education Class" and "General Education Curriculum"
- Additional Guidance on Independent Educational Evaluations

Planning Forms

- School Age and Early Childhood Planning Forms included within the ETR form.
- Clarifies the requirement of planning and informed consent prior to initiating the evaluation process.

Revised Annotations for the IEP

- Includes clarified expectations and format for writing measurable goals and objectives.
- Direct relationship between PLOP and measurable goal.
- Utilizes a 6 part format.

Six Critical Elements of Well-Written Goal

1. Who?
2. Will do what?
3. To what level or degree?
4. Under what conditions?
5. In what length of time?
6. How will progress be measured?
