


UPDATES FROM THE DEPARTMENT

Office for Exceptional Children
Office of Literacy Achievement and Reading Success



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TODAY’S PRESENTERS

Joseph Petrarca, MA/CCC-SLP-Associate Director, Office for Exceptional Children
LM Clinton, J.D. - Policy Lead, Literacy Achievement and Reading Success
Ashley Dyckson, M.A. - Dyslexia Program Specialist, Literacy Achievement and Reading Success
Sarah Buoni, M. Ed-Assistant Director, Diverse Learners, Office for Exceptional Children
Bernadette Laughlin, M.A., J.D.-Related Services, Office for Exceptional Children

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AGENDA

- Dyslexia & 3rd Grade Reading Guarantee
- OEC Updates
- Special Education Profiles and Ratings
- Gifted Rules
- Special Education Updates and Rules

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ASSESSMENT STAKEHOLDER COMMITTEES

Seeking educators to help develop Ohio's State Tests

- Content Advisory Committee
- Fairness and Sensitivity Committee
- Rubric Validation and Range-finding Committees

[Assessment Committees Website](#)



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AS WE GO THROUGH THE MORNING



What needs to be reinforced



What needs to be refined



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FUTURE FORWARD OHIO: THREE STRATEGIES



Overcoming Obstacles to Learning



Accelerating Learning (Literacy & Mathematics)



Preparing Students for Future Success



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FUTURE FORWARD OHIO PRIORITIES



Literacy

Accelerating Learning

Workforce Readiness

Student Wellness



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THIRD GRADE READING GUARANTEE



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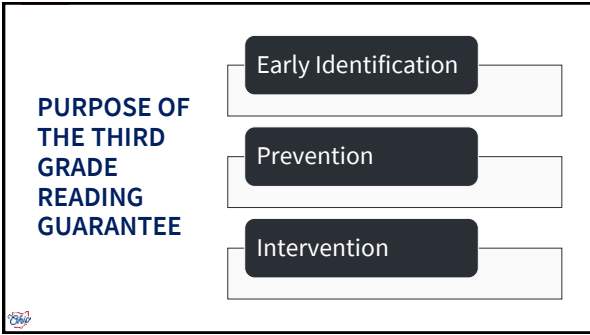
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OVERVIEW

- Purpose
- Definitions and Distinctions
- Reading Diagnostic
- Parent Notification
- RIMPs
- Third Grade Promotion Criteria
- Other Basic Information



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READING AT GRADE LEVEL

- **K-3 Students** = “On-Track” on approved Reading Diagnostic
- **Third Grade Students (After diagnostic)** = Proficient on Ohio’s State Test for grade 3 ELA.
- **All other grades** = Proficiency on Ohio’s State Test for ELA = Reading At Reading At Grade Level (700 or higher)

Ohio

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PROMOTION SCORE & PROFICIENCY

The Third Grade Reading Guarantee’s **promotion score** is not the same as **proficiency**.

- Proficiency
 - **700** or higher on Ohio’s State Test for grade 3 ELA

Promotion Score

- **685** on Ohio’s State Test for grade 3 ELA in 2022-2023
- **690** on Ohio’s State Test for grade 3 ELA in 2023-2024

Ohio

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ALTERNATIVE VS. ALTERNATE ASSESSMENT

Alternative Reading Assessment – Alternative promotion pathway for third grade students (NWEA MAP, I-Ready, STAR, Iowa, Terra Nova).

Alternate Assessment (AASCD) – State Test for students with Significant Cognitive Disabilities



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READING DIAGNOSTIC

Each district must conduct the K-3 reading diagnostic by the following dates:

- **Kindergarten:** Within the first 20 days of instruction
- **Grades 1-3:** By September 30

Districts and schools must provide RIMPs for all students who are “Not On-Track”

* There is no reading diagnostic requirement beyond grade 3



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PARENT NOTIFICATION

- Districts must notify parents in writing that their child scored “Not On-Track”
- Communication must include:
 - Interventions currently administered and proposed
 - Statement about the importance of reading proficiently
 - Notice about TGRG Promotion criteria

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RIMP REQUIREMENTS

- Identify Area of Reading Difficulty
- Targeted interventions **aligned with the Science of Reading**
- Progress Monitoring
- Opportunities for Parental Involvement
- Notice about TGRG promotion criteria
- **High Dosage Tutoring Opportunities**



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ADDITIONAL RIMP REQUIREMENTS 2023-2024

- Students currently on RIMPs will continue to receive RIMP interventions beyond grade 3 until they are reading on grade level
- RIMP interventions must include high-dosage tutoring opportunities aligned with the student's classroom instruction through either:
 - a state-approved vendor on the list of high-quality tutoring vendors
 - a locally approved **opportunity** that aligns with high-dosage tutoring best practices.



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HIGH-DOSAGE TUTORING TIME REQUIREMENTS FOR RIMP STUDENTS

High-dosage tutoring must include:

- Additional instruction time of at least three days per week, **or**
- At least fifty hours over thirty-six weeks.



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RIMPS IN 4TH GRADE

- Student had a RIMP in 3rd grade **AND** Scored below proficient (700) on Ohio's State Test for grade 3 ELA
- Students promoted to 4th grade under HB 33 Parent Request exemption*

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PROFICIENCY INCLUDES. . .

- A score of 700 or higher on Fall, Spring, or Summer Ohio State Test for grade 3 ELA

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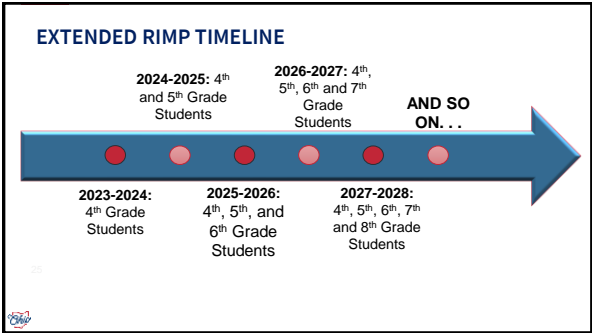
PROFICIENCY DOES NOT INCLUDE. . .

- Reading Subscore on Ohio's State Test for grade 3 ELA
- Alternative Reading Assessments
- Reading Diagnostic or Screener Beyond Grade 3

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THIRD GRADE READING GUARANTEE PROMOTION CRITERIA

Third grade students must meet the promotion score on Ohio's State Test for grade 3 ELA or an exemption to be promoted to fourth grade.

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EXEMPTIONS TO RETENTION

- Students who take the AASCD
- Promotion score on an Alternative Reading Assessment
- Exemption documented in IEP
- Student previously retained and had two years of intensive intervention
- English learners enrolled in U.S. schools for less than three years
- **Parent requests promotion**

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PARENT REQUEST EXEMPTION TO RETENTION 2023-2024

- A student's parent or guardian, in consultation with the student's reading teacher and principal, requests that the student be promoted to fourth grade.
- A student promoted under this exemption must continue to receive at least 90 minutes of daily reading instruction including intensive intervention.



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REPORTING

- Reading Diagnostic Score, Percentile or Performance Level
- Reading Diagnostic Assessment Used
- RIMP Interventions

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QUESTIONS

ThirdGradeGuarantee@education.ohio.gov

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DYSLEXIA


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PROFESSIONAL DEVELOPMENT IN DYSLEXIA TIMELINE

Date	Teachers Required to Complete 18 hours of approved Training
Not later than the beginning of the 2023-2024 school year	General education and special education teachers providing instruction for students in K-1
Sept. 15 of the beginning of the 2024-2025 school year	General education and special education teachers providing instruction for students in grades 2-3
Sept. 15 of the beginning of the 2025-2026 school year	Special education teacher ONLY in grades 4-12

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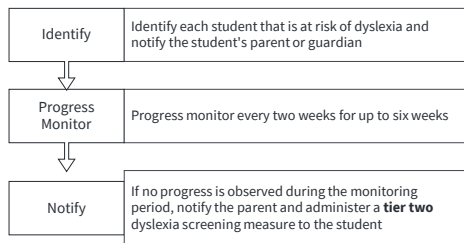


TIER 1 DYSLEXIA SCREENING

2023-2024	2024-2025 and Beyond
<ul style="list-style-type: none"> Students in grades K-3 <i>(Kindergarten students must be screened after January 1, 2024, but prior to January 1, 2025)</i> Students in grades 4-6 <u>as requested</u> by a parent or a teacher with permission from parent 	<ul style="list-style-type: none"> Students in Kindergarten (after the first day of January, but prior to the following January) Students in grades 1-6 <u>as requested</u> by a parent or a teacher with permission from parent

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ACTIONS AFTER TIER 1 SCREENING



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RIMP & TIER 1 DYSLEXIA RESOURCE

- RIMP and At-Risk Dyslexia Letters Can Be Combined
- Ohio State University Family Engagement Center – Dyslexia Resource Guide
- [“Not On-Track” and “At Risk” combined letter template - Updated Template #1 Oct 2023](#)

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QUESTIONS?

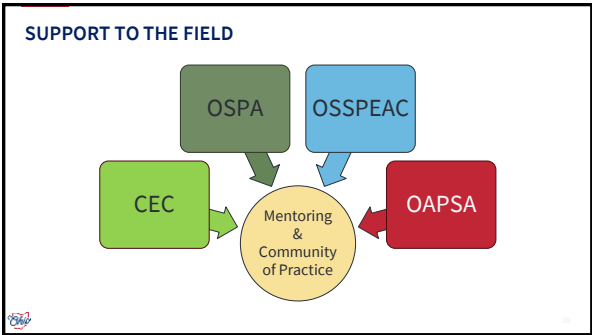
Dyslexia@education.ohio.gov



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BREAK

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OEC UPDATES



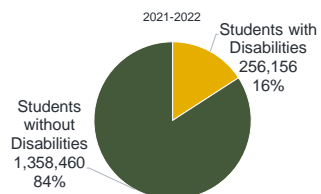
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STUDENTS WITH DISABILITIES DEMOGRAPHICS



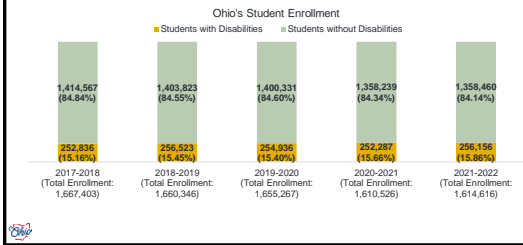
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OHIO'S STUDENT ENROLLMENT



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OHIO'S STUDENT ENROLLMENT OVER TIME



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AGES 3-5 (PRESCHOOL) 2023 /V/ 2022

Disability Condition - Ages Three to Five (Preschool)	2023 Counts	2023 Percentage of Total	2022 Counts	2022 Percentage of Total	Percent Change from 2022 to 2023
Autism	404	18.4%	318	16.2%	27.1%
Deaf-blindness	5	0.0%	5	0.0%	0.0%
Developmental Delay	702	31.3%	630	32.1%	11.1%
Emotional disturbance	9	0.0%	10	0.1%	-10.0%
Hearing impairment	190	0.9%	188	1.0%	1.1%
Multiple Disabilities	695	3.2%	693	3.5%	0.3%
Intellectual Disability	56	0.3%	56	0.3%	0.0%
Other Health Impairment	954	4.3%	883	4.5%	8.0%
Orthopedic Impairment	203	0.9%	205	1.0%	-1.0%
Specific Learning Disability	27	0.1%	11	0.1%	145.5%
Speech or language impairment	872	39.6%	803	40.7%	9.0%
Traumatic brain injury	53	0.2%	49	0.2%	8.2%
Visual impairment	61	0.3%	67	0.3%	-9.0%
Totals	22,023	100.0%	19,651	100.0%	12.1%

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AGES 5(KG)- 21 SCHOOL AGE 2023 /V/ 2022

Disability Condition - Ages Five in Kindergarten to 21	2023 Counts	2023 Percentage of Total	2022 Counts	2022 Percentage of Total	Percent Change from 2022 to 2023
Autism	31,242	12.19%	28,727	11.34%	8.8%
Deaf-blindness	75	0.03%	79	0.03%	-5.1%
Developmental Delay	N/A	N/A	N/A	N/A	N/A
Emotional disturbance	12,742	4.97%	13,602	5.37%	-6.3%
Hearing impairment	1,799	0.70%	1,844	0.73%	-2.4%
Multiple Disabilities	11,163	4.35%	11,468	4.53%	-2.7%
Intellectual Disability	17,704	6.91%	18,118	7.15%	-2.3%
Other Health Impairment	53,024	20.29%	50,416	19.91%	5.2%
Orthopedic Impairment	1,114	0.43%	1,174	0.46%	-5.1%
Specific Learning Disability	96,465	37.63%	96,803	37.91%	0.3%
Speech or language impairment	29,771	11.61%	29,509	11.65%	0.9%
Traumatic brain injury	1,425	0.56%	1,439	0.57%	-1.0%
Visual impairment	822	0.32%	854	0.34%	-3.7%
Totals	256,340	100.0%	253,233	100.0%	1.2%

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ALL STUDENTS WITH DISABILITIES: 2022 /V/ 2022

Disability Condition - All Students	2023 Counts	2023 Percentage of Total	2022 Counts	2022 Percentage of Total	Percent Change from 2022 to 2023
Autism	35,285	12.65%	31,908	11.69%	10.6%
Deaf-blindness	80	0.03%	84	0.03%	-4.8%
Developmental Delay	7,002	2.51%	6,300	0.11%	11.1%
Emotional disturbance	12,751	4.57%	13,612	4.99%	-6.3%
Hearing impairment	1,589	0.71%	2,032	0.74%	-2.1%
Multiple Disabilities	11,858	4.25%	12,161	4.46%	-2.5%
Intellectual Disability	17,760	6.37%	18,174	6.66%	-2.3%
Other Health Impairment	53,533	19.19%	51,299	18.80%	4.4%
Orthopedic Impairment	1,317	0.47%	1,379	0.51%	-4.5%
Specific Learning Disability	96,486	34.59%	96,014	35.18%	0.5%
Speech or language impairment	39,496	13.80%	37,512	13.75%	2.6%
Traumatic brain injury	1,478	0.53%	1,488	0.55%	-0.7%
Visual Impairment	683	0.32%	921	0.34%	-4.1%
Totals	278,818	100.0%	272,884	97.8%	2.2%

[illegible]

OHIO'S GRADUATION RATE

Indicator 1: Students with Disabilities Graduation Rate

Year	Graduation Rate	Target Range
2019	31%	2016-2017 Data (Target: ≥85.1%)
2020	50%	2017-2018 Data (Target: ≥72.3%)
2021	48%	2018-2019 Data (Target: ≥73.8%)
2022	58%	2019-2020 Data (Target: ≥60.0%)
2023	67%	2020-2021 Data (Target: ≥62.0%)

STUDENTS WITH DISABILITIES GRADUATION RATE

89% Graduation Rate (2020-2021)

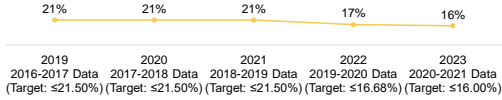
72%

67%

State	Graduation Rate (%)
New Mexico	89
North Dakota	87
South Dakota	86
Montana	85
Wyoming	84
Idaho	83
Utah	82
Alaska	81
Arizona	80
Colorado	79
Nebraska	78
Missouri	77
Illinois	76
Indiana	75
Ohio	74
Michigan	73
Wisconsin	72
Minnesota	71
North Carolina	70
Virginia	69
West Virginia	68
Massachusetts	67
Connecticut	66
Rhode Island	65
Delaware	64
Pennsylvania	63
New Jersey	62
New York	61
Washington	60
Oregon	59
California	58
Albany	57
Florida	56
Georgia	55
South Carolina	54
Alabama	53
Arkansas	52
Louisiana	51
Mississippi	50
Texas	49
Oklahoma	48
Kansas	47
Nebraska	46
South Dakota	45
North Dakota	44
Montana	43
Wyoming	42
Idaho	41
Utah	40
Arizona	39
Colorado	38
Nebraska	37
Missouri	36
Illinois	35
Indiana	34
Ohio	33
Michigan	32
Wisconsin	31
Minnesota	30
North Carolina	29
Virginia	28
West Virginia	27
Massachusetts	26
Connecticut	25
Rhode Island	24
Delaware	23
Pennsylvania	22
New Jersey	21
New York	20
Washington	19
Oregon	18
California	17
Albany	16
Florida	15
Georgia	14
South Carolina	13
Alabama	12
Arkansas	11
Louisiana	10
Mississippi	9
Texas	8
Oklahoma	7
Kansas	6
Nebraska	5
South Dakota	4
North Dakota	3
Montana	2
Wyoming	1
Idaho	0
Utah	0
Arizona	0
Colorado	0
Nebraska	0
Missouri	0
Illinois	0
Indiana	0
Ohio	0
Michigan	0
Wisconsin	0
Minnesota	0
North Carolina	0
Virginia	0
West Virginia	0
Massachusetts	0
Connecticut	0
Rhode Island	0
Delaware	0
Pennsylvania	0
New Jersey	0
New York	0
Washington	0
Oregon	0
California	0
Albany	0
Florida	0
Georgia	0
South Carolina	0
Alabama	0
Arkansas	0
Louisiana	0
Mississippi	0
Texas	0
Oklahoma	0
Kansas	0
Nebraska	0
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Illinois	0
Indiana	0
Ohio	0
Michigan	0
Wisconsin	0
Minnesota	0
North Carolina	0
Virginia	0
West Virginia	0
Massachusetts	0
Connecticut	0
Rhode Island	0
Delaware	0
Pennsylvania	0
New Jersey	0
New York	0
Washington	0
Oregon	0
California	0
Albany	0
Florida	0
Georgia	0
South Carolina	0
Alabama	0
Arkansas	0
Louisiana	0
Mississippi	0
Texas	0
Oklahoma	0
Kansas	0
Nebraska	0
South Dakota	0
North Dakota	0
Montana	0
Wyoming	0
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Kansas	0
Nebraska	0
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Illinois	0

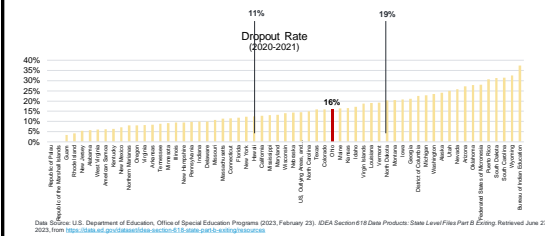
OHIO'S DROPOUT RATE

Indicator 2: Students with Disabilities Dropout Rate



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STUDENTS WITH DISABILITIES DROPOUT RATE



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OHIO'S 2023 DETERMINATION

One of 23 states receiving *Meets Requirements*

First year in *Meets Requirements* after three years in *Needs Assistance*

Based on compliance scores & student results scores from the 2021-2022 school year



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OVERALL SCORING

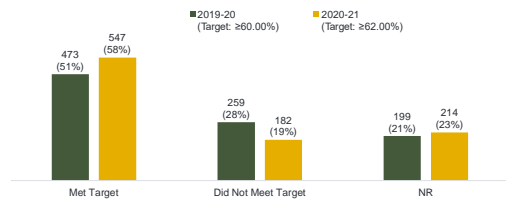
Results-Driven Accountability Percentage and Determination			
Percentage (%)		Determination	
81.25%		Meets Requirements	
Results and Compliance Overall Scoring			
	Total Points Available	Points Earned	Score (%)
Results	24	15	62.50%
Compliance	20	20	100.00%



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GRADUATION

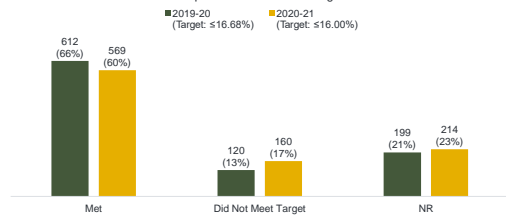
Graduation: LEAs That Met Target



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DROPOUT

Dropout: LEAs That Met Target




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SPECIAL EDUCATION DATA, PROFILES AND RATINGS



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How do the Profile and Rating differ?

**Special Education Profile**

Sent in late fall


Displays longitudinal data in graphical format

Includes results and compliance indicators

Notifies districts of any required actions for the year

Compliance rates below 100% have required actions

Special Education Rating




Sent the following October

Based on data from the previous school year

Includes results and compliance indicators, as well as audit findings

Indicators with lower scores have already been/are being addressed

Credit given for substantial compliance (at or above 95%)



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Special Education Rating Categories

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention



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SPECIAL EDUCATION INDICATORS

Are young children with disabilities entering kindergarten ready to learn?

- Indicator 6 Preschool Educational Environments
- Indicator 7 Preschool Outcomes
- Indicator 12 Early Childhood Transition from Part C to Part B

Are children with disabilities achieving at high levels?

- Alternate Assessment Participation
- Indicator 3 Assessment Participation and Performance

To what extent do students with disabilities have access to the general education environment?

- Indicator 4 Suspension and Expulsion
- Indicator 9 School-age Educational Environments

Are youth with disabilities prepared for life, work and postsecondary education?

- Indicator 1 Graduation
- Indicator 2 Dropout
- Indicator 13 Secondary Transition
- Indicator 14 Postsecondary Outcomes

Does the district implement IDEA to improve services and results for children with disabilities?

- Indicator 5 Facilitated Parent Involvement
- Indicator 11 Initial Evaluation Timeliness
- Indicator 15 Timely Correction of Noncompliance
- Indicator 20 Timely and Accurate Data

Are children receiving equitable services and supports?

- Disproportionality: Identification for Special Education (Indicators 9 and 10)
- Disproportionality: Placement of Students with Disabilities
- Disproportionality: Discipline of Students with Disabilities


Essential Questions

Special Education Indicators

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Ohio's 2023 Special Education Rating

2023 district ratings are based on procedural compliance data from the **2021-2022** school year



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Compliance Indicators

Discipline Discrepancy by Race (Indicator 4b)

Disproportionality in Identification for Special Education (Indicators 9 & 10)

Timely Initial Evaluations (Indicator 11)

IEP Developed & Implemented by Third Birthday (Indicator 12)

Secondary Transition Planning (Indicator 13)

Timely Correction of Noncompliance (Indicator 15)

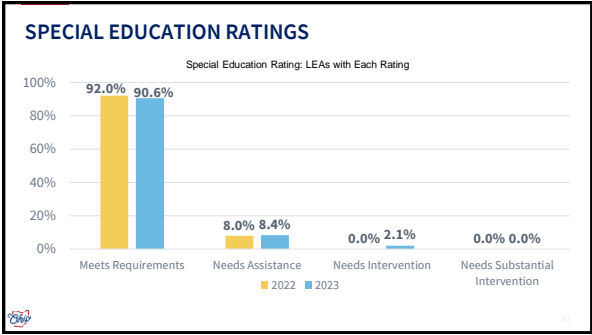
Timely & Accurate Data (Indicator 20)

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Special Education Rating Comparison		
Rating	Number of Districts 2022	Number of Districts 2023
Meets Requirements	904	890
Needs Assistance	77	82
Needs Intervention	1	21
Needs Substantial Intervention	0	0

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NEEDS ASSISTANCE

Needs Assistance (Year 1)

Inform districts of technical assistance available from state support teams and other resources.

Needs Assistance (Year 2)

Require a district self-review and improvement plan to address compliance indicator(s) with lower scores.

Needs Intervention

Require a district self-review and improvement plan to address the compliance and/or student results indicator(s) with lower scores.

Needs Substantial Intervention

Withhold, in whole or in part, any Part B funds;

Require completion of specific corrective actions before release of funds; and

Require intensive support from state support teams.

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WHAT IS DISPROPORTIONALITY?

When a child from any racial or ethnic group are identified for special education, placed in more restrictive settings, or disciplined at a markedly higher rate than their peers

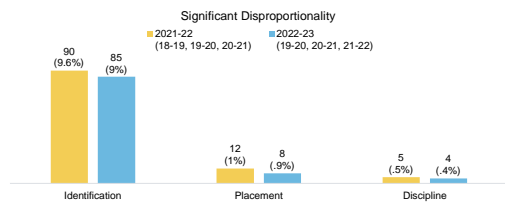
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CATEGORIES OF ANALYSIS

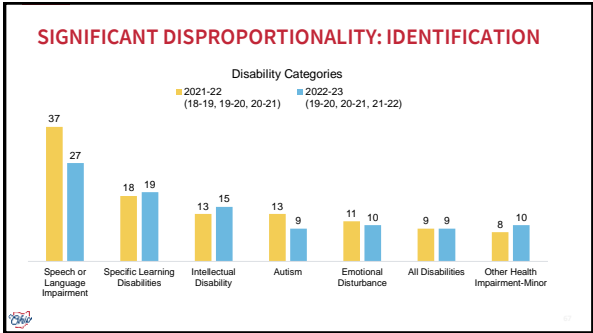
Identification	Placement	Discipline
All students ages 3-21	Students with disabilities ages 6-21	Students with disabilities ages 3-21
<ol style="list-style-type: none"> 1. All Disabilities 2. Intellectual Disabilities 3. Specific Learning Disabilities 4. Emotional Disturbance 5. Speech or Language Impairments 6. Other Health Impairments 7. Autism 	<ol style="list-style-type: none"> 8. Inside a regular class for less than 40 percent of the day 9. Inside separate schools or residential facilities 	<ol style="list-style-type: none"> 10. Out-of-school suspensions and expulsions of 10 days or fewer 11. Out-of-school suspensions and expulsions of more than 10 days 12. In-school suspensions of 10 days or fewer 13. In-school suspensions of more than 10 days 14. Total disciplinary removals

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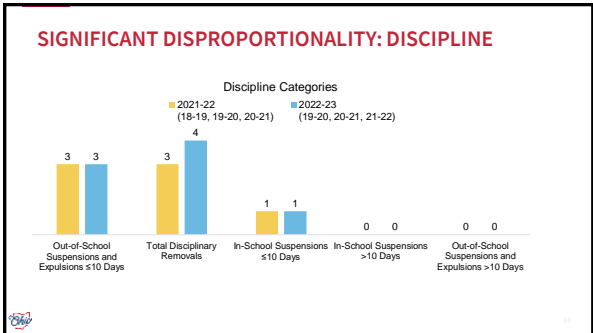
SIGNIFICANT DISPROPORTIONALITY CATEGORIES



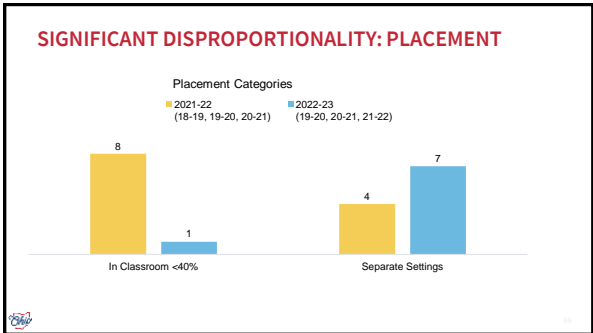
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GIFTED UPDATES




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GIFTED RULES: TIMELINE EXTENSION


- Timeline extension granted by the Joint Committee for Agency Rule Review in July
- Rule review timeline extended to end of January
- A second timeline extension available, if needed



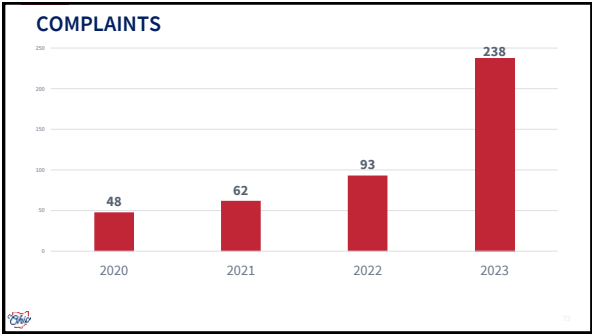


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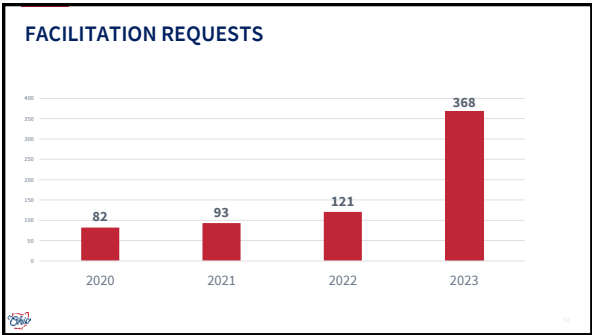
DISPUTE RESOLUTION DATA



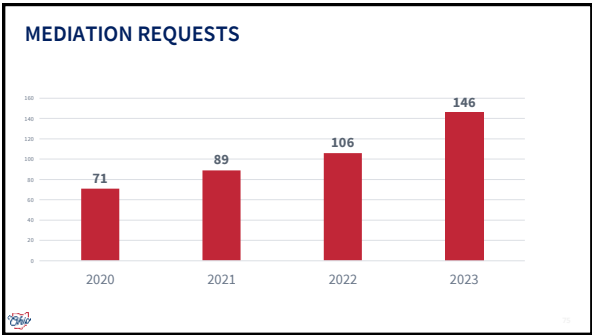
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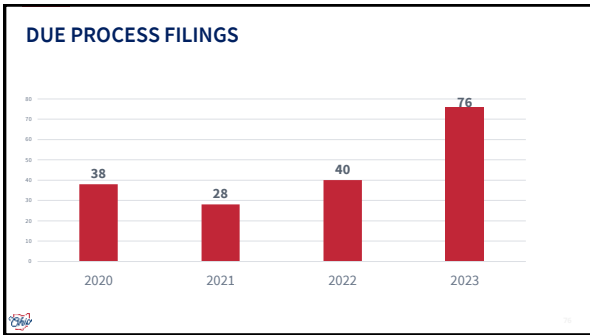
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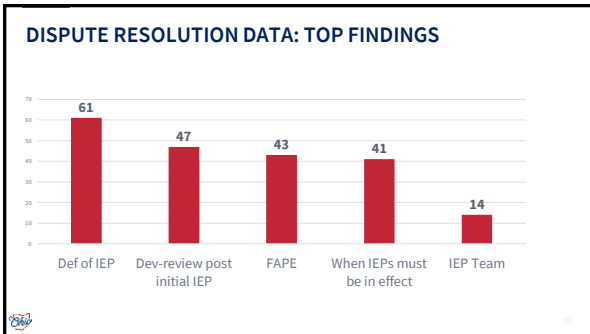
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OPERATING STANDARDS


- Operating standards
- Rules
- Regulations
- Administrative Code
- Administrative Rules
- Implementing Requirements

Ohio Operating Standards
for the Education of
Children with Disabilities
EFFECTIVE JULY 1, 2014

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OPERATING STANDARDS- REVISED JULY 1, 2023

- Applicability of requirements and definitions [\(3301-51-01\)](#)
- Free Appropriate Public Education [\(3301-51-02\)](#)
- Child Find [\(3301-51-03\)](#)
- Confidentiality [\(3301-51-04\)](#)
- Procedural Safeguards [\(3301-51-05\)](#)
- Evaluations [\(3301-51-06\)](#)
- Individualized Education Program (IEP) [\(3301-51-07\)](#)
- Parentally placed nonpublic school children [\(3301-51-08\)](#)
- Delivery of services [\(3301-51-09\)](#)
- Transportation [\(3301-51-10\)](#)
- Providing instructional material to children with visual impairments [\(3301-51-21\)](#)



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COMING SOON

- Revised Special Education Forms
- Updated Procedural Safeguards for Parents (Parents' Guide)



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SPECIAL EDUCATION WAIVERS



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WHAT IS A WAIVER?

Ohio Administrative Code 3301-51-09(K):

1) If an educational agency exceeds the workload requirements in paragraph (I) of this rule a waiver request must be filed with the Ohio department of education, office for exceptional children. An educational agency may be granted a waiver for individual service provider limits or for age-range per instructional period as required by this rule.

(2) Requests must be submitted in writing to the Ohio department of education, office for exceptional children or office of early learning and school readiness. The written request shall include, but not be limited to, the following:

- (a) Identification of the specific rule for which a waiver is being requested;
- (b) Specific period of time for which the waiver is requested; and
- (c) Rationale for the request.



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WAIVERS

What types of waivers are available?

Student Number

Limits set in Ohio Administrative Code

Age Range

Age range in a classroom exceeds 48 or 60 months

Related Services Caseload

Speech Language Pathologists and School Psychologists



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WAIVER BASICS

- Waivers include a plan of action to ensure that your district comes into compliance for the next school year.
- Waivers are for a classroom, not a particular student
- A teacher can still provide FAPE to all students if granted a waiver
 - Implement all IEPs
- Cannot ask for a waiver for workload
- Parents can still file a complaint



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WHAT NEEDS TO BE CONSIDERED BEFORE APPLYING FOR A WAIVER?

- Staffing/service providers
- Creative spacing
- Creative staffing
- Reviewing schedules
- FAPE
- Time of year of the request



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WHAT ARE THE COMPONENTS OF THE WAIVER?

1. Completed Application
2. SSID with age (years & month) **AND** disability category
3. Parent letter
4. Rationale for waiver including action taken to avoid a waiver
5. Supporting documents



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WAIVER ACTION PLAN

- Creating an actionable plan with goals that are within the requesting agency's control.
 - Hiring teachers
 - Moving students to new classrooms
 - Finding new space for students
- Goals need to be completed within the requested school year.




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PRIOR TO SUBMISSION

Board Approval

**Superintendent
Signature**




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WHERE DOES A WAIVER GET SUBMITTED?

OECwaiver@education.ohio.gov


****You will receive confirmation that the Department has received your waiver.****



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WHAT HAPPENS WHEN A WAIVER IS SUBMITTED?

- Submission will be reviewed:
 - Approval given
 - Request for more information
- Denial reasons may include:
 - Waiver submissions for the previous year



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DURING WAIVER YEAR

- District provides FAPE and implements IEPs for all students within the waiver
 - Progress monitors individual students
- District implements waiver action plan steps
- Contacts waiver committee if questions or concerns arise
- Completes and submits a Waiver Action Plan



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WAIVER ACTION PLAN REPORT

- Due on **June 1st** to the Department
Submit to: OECwaiver@edcation.ohio.gov
- Shows:
 - Each IEP was implemented
 - Each student made progress
- Summarize the data

****Note: do not include student names within this documentation!****



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WAIVER STATISTICS

2020-2021

Approved: 9
Denied: 0
Withdrawn: 1

Age range: 6
Class size: 4

2021-2022

Approved: 14
Denied: 3
Withdrawn: 0

Age range: 13
Class size: 4

2022-2023

Approved: 11
Denied: 0
Withdrawn: 2

Age range: 11
Class size: 2



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CONTACT INFORMATION

Questions or need assistance? Email us!

OECwaiver@education.ohio.gov



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WHAT IS MTSS?

1 Minute



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MTSS DEFINITION

An Integrated MTSS framework addresses the unique needs of each child through collaboration and a proactive continuum of support.



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MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Tier 1: Universal supports and instruction provided to all

Tier 2: More targeted interventions provided to students who need them - provided with Tier 1

Tier 3: Intensive support required beyond the instruction, interventions, or supports provided through Tier 1 and Tier 2

Tiers Represent Instruction & Supports - Not categories of students

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WHEN WE SAY "MTSS"

- All Students
- All Domains of Learning
- Core Instruction
- Intervention
- The Ohio Improvement Process



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OLAC- OIP

OHIO'S LEADERSHIP DEVELOPMENT FRAMEWORK



OHIO IMPROVEMENT PROCESS



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MTSS NON-NEGOTIABLES

- All students are included in MTSS
- MTSS is applicable to all domains of learning
- MTSS focuses on tier 1 general education/core instruction all students with additional targeted and intensive (Tier 2, Tier 3) supports provided as needed
- Intervention augments but never replaces core instruction
- MTSS is a student support system that sits inside the OIP



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OIP-OLAC REMINDERS

Develops and supports the entire system as a learning organization

Provides data to plan for both staff and student improvement

Builds capacity through support and accountability

Sustains an open and collaborative culture

Supports systems for ongoing improvement



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OHIO IMPROVEMENT PROCESS



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INTERVENTIONS

- School districts shall use data from interventions to determine eligibility for special education
- If interventions have not been implemented prior to evaluation, interventions shall be implemented during the same 60-day time frame during which the evaluation is being conducted



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INTERVENTIONS – 5 ELEMENTS

- 1) Describe the evidence-based intervention(s) provided.
- 2) Define the duration – how long in weeks, months, etc.
- 3) Define the intensity – how often, for how many minutes each time.
- 4) Report the outcome(s) compared to the baseline data (what progress was made?).
- 5) Explain the decision made as a result of the intervention(s).



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STATEMENT FOR REEVALUATION WHEN NO INTERVENTIONS WERE PROVIDED

“Student currently receives no additional intervention services beyond the specially designed instruction described in the current IEP. At this time, the RETR team believes that Student is making adequate progress with the current special education supports and services.”



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QUESTIONS FROM THE FIELD, PART I

Developmental Delay:

Will we receive any guidance about planning evaluations for school-aged students under this category?

Do we have to assess all areas? The DP-4 assessment encompasses many of the areas but how do we capture

Preschool Observation:

Questions about the requirements for observations as part of both preschool and school-age evaluations, initials and re-evaluations: For preschool, what are the requirements for location of observation and should same-age peers be present



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QUESTIONS FROM THE FIELD, PART II

Dyslexia

Can you discuss the Dyslexia law and its implications as part of broader guidance to school psychs about SLD determinations? Seems to me there is a great deal of variance across the state in how we are determining eligibility. I'm seeing PSW, discrepancy model, students being identified SLD with 74 FSIQs...can someone from ODE please weigh in on the issue??



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QUESTIONS FROM THE FIELD, PART III

Is there a change in our ability to accept out of state ETRS?

Can you provide an example of how to complete a related service referral and evaluation when not completing a full ETR? How do we do this with our reporting system, Same Goal? Does this make it appear a new full eval took place? (see [memo](#) dated 9.10.2015)



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ADDING A RELATED SERVICE


- Do a complete reevaluation OR
- Evaluate only the area of need



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EVALUATE THE RELATED SERVICE AREA OF NEED


- Evaluation planning, parent consent, prior written notice
- Conduct the evaluation
- Individual Evaluator’s Assessment form Part 1



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ADD THE RELATED SERVICE

- IEP Team Meeting
- Amend the IEP to add the related service
- The reevaluation date of the ETR does not change
- Place Individual Evaluator’s Assessment form Part 1 with student records- check District Policy



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REMOVING THE RELATED SERVICE

- Ensure progress reports are updated to reflect that IEP goals have been mastered and the service is no longer educationally relevant or necessary
- If using existing data, document this in the Profile Section of the IEP
- IEP Team Meeting- Parent Invitation
- Amend the IEP to remove the related service
- Follow up with a complete Prior Written Notice that explains the justification for removal



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QUESTIONS?

- Come to the Ask OEC Table!!!



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