

Updates from the Office for Exceptional Children



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Session Overview and Objectives

Participants will be provided with updates from the Office for Exceptional Children. This session will include status updates regarding the current state of special education in Ohio as it relates to the fields of School Psychology and Special Education

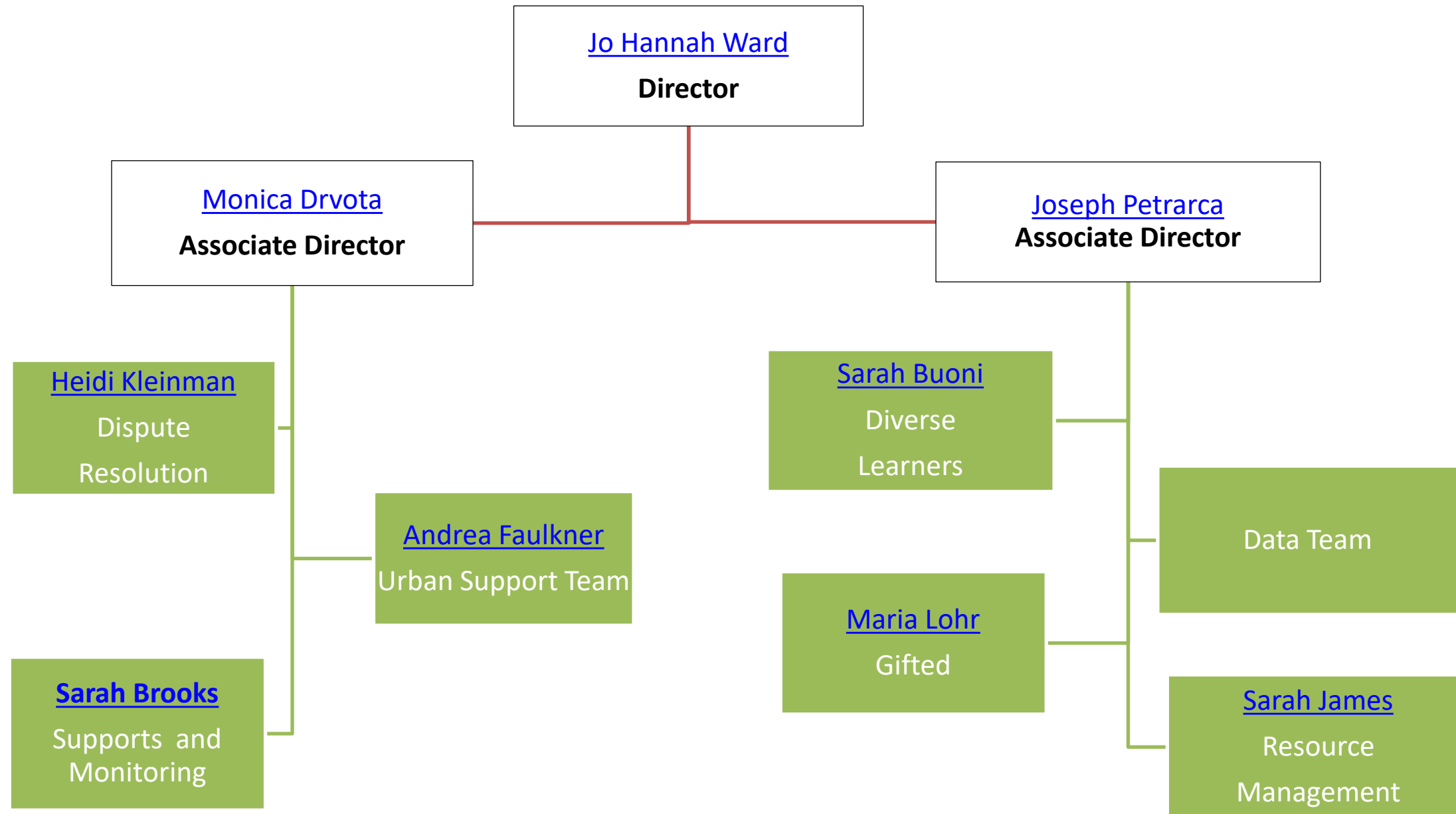
- *Understand the current special education landscape in Ohio*
- *Apply the current landscape to their unique working environment*
- *Analyze and evaluate current practices for potential reinforcement or refinement*

Come Visit Us At...

The Ask OEC Table!



Office for Exceptional Children

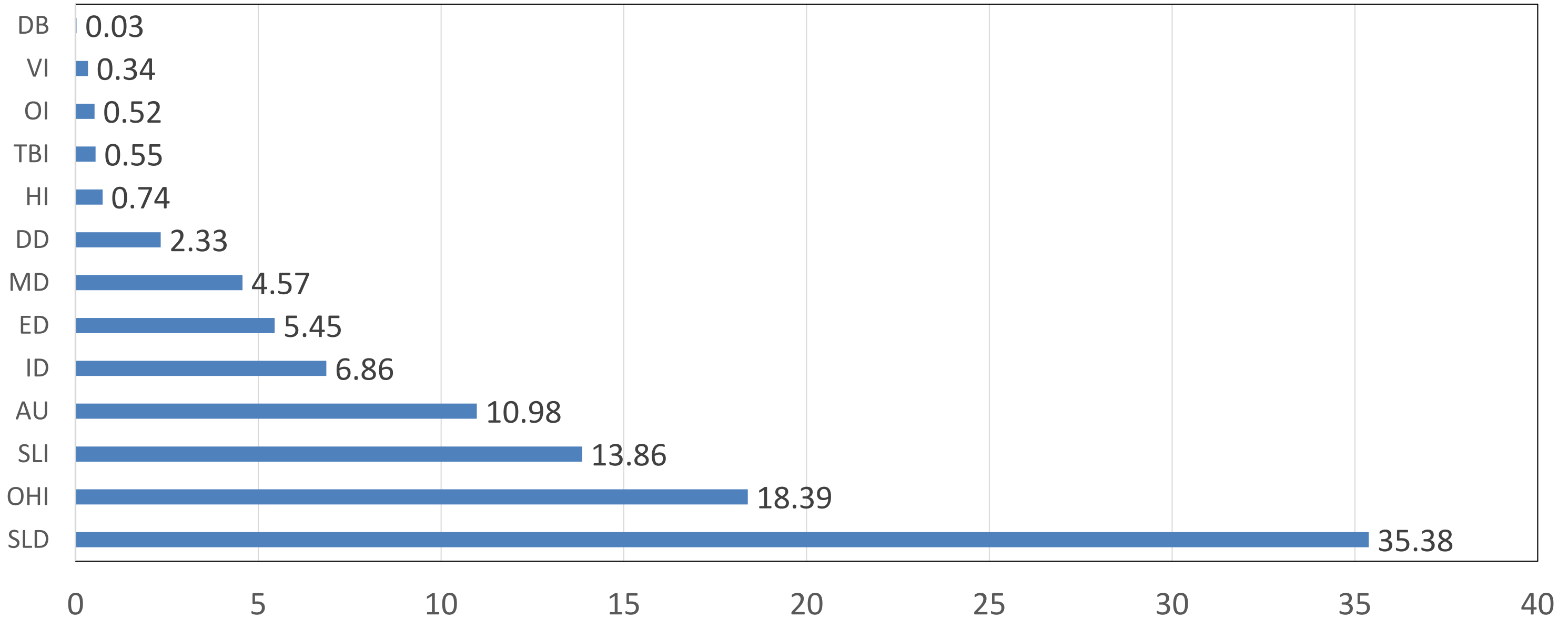


Special Education

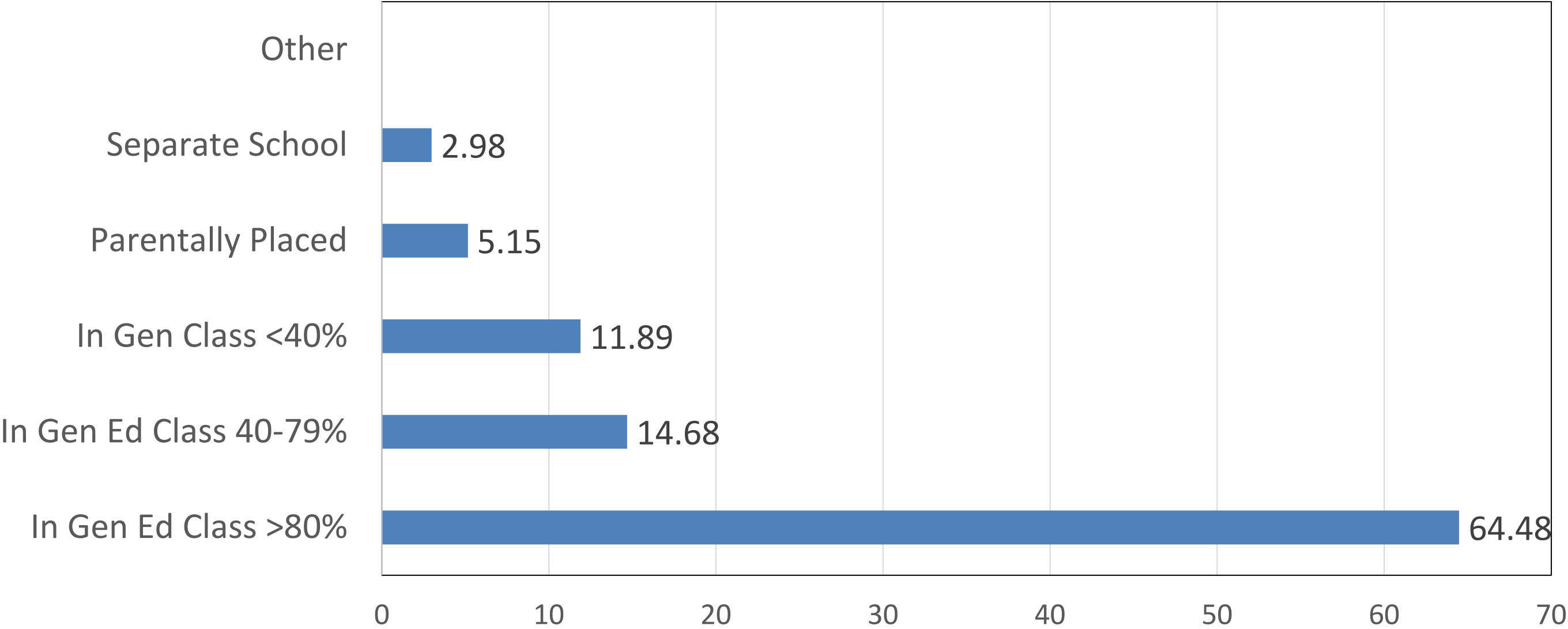
By the Numbers



Percentage of Ohio Students Identified by Category

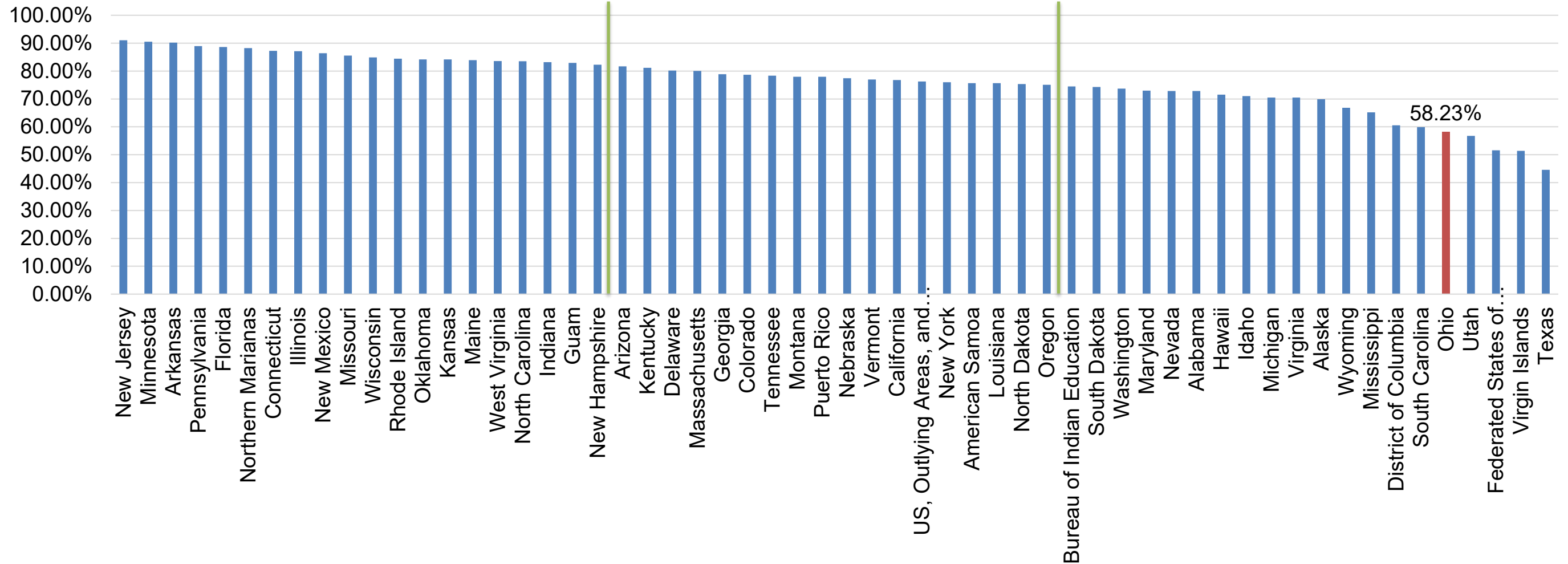


Where are SWDs served?



Graduation

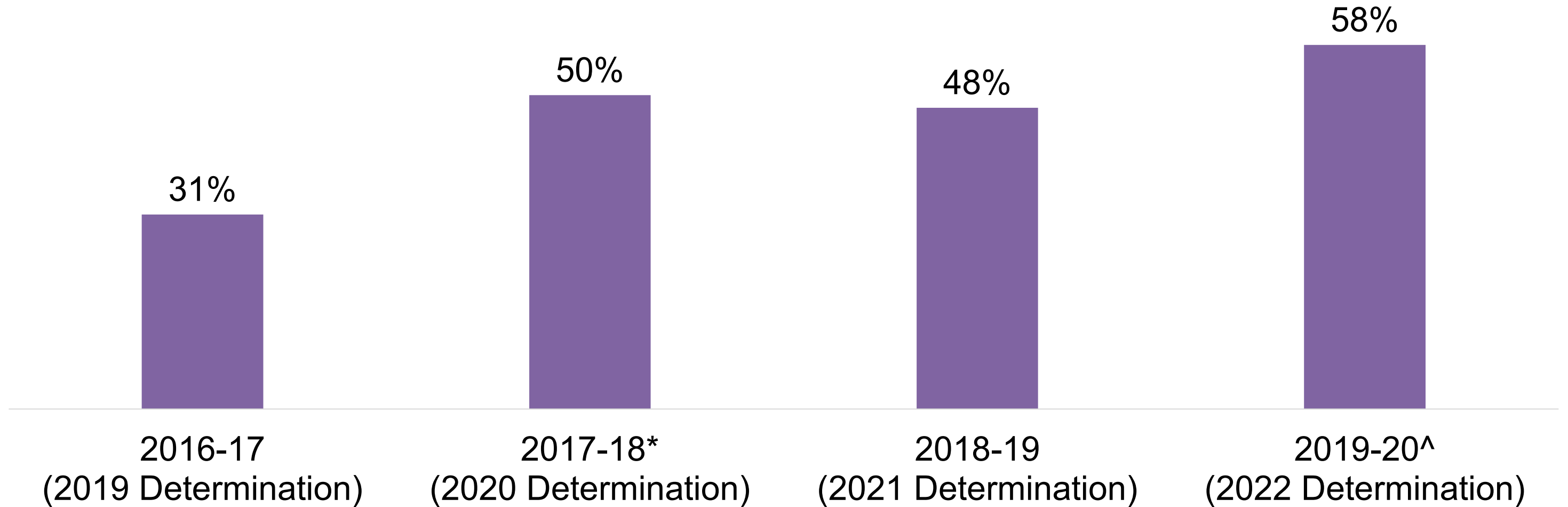
Graduation Rate
2019-2020



Data Source: U.S. Department of Education, Office of Special Education Programs (2022, February 25). *IDEA Section 618 Data Products: State Level Files Part B Exiting*. Retrieved June 28, 2022, from <https://data.ed.gov/dataset/idea-section-618-state-part-b-exiting/resources>

Graduation Rate

Students with Disabilities Graduation Rate

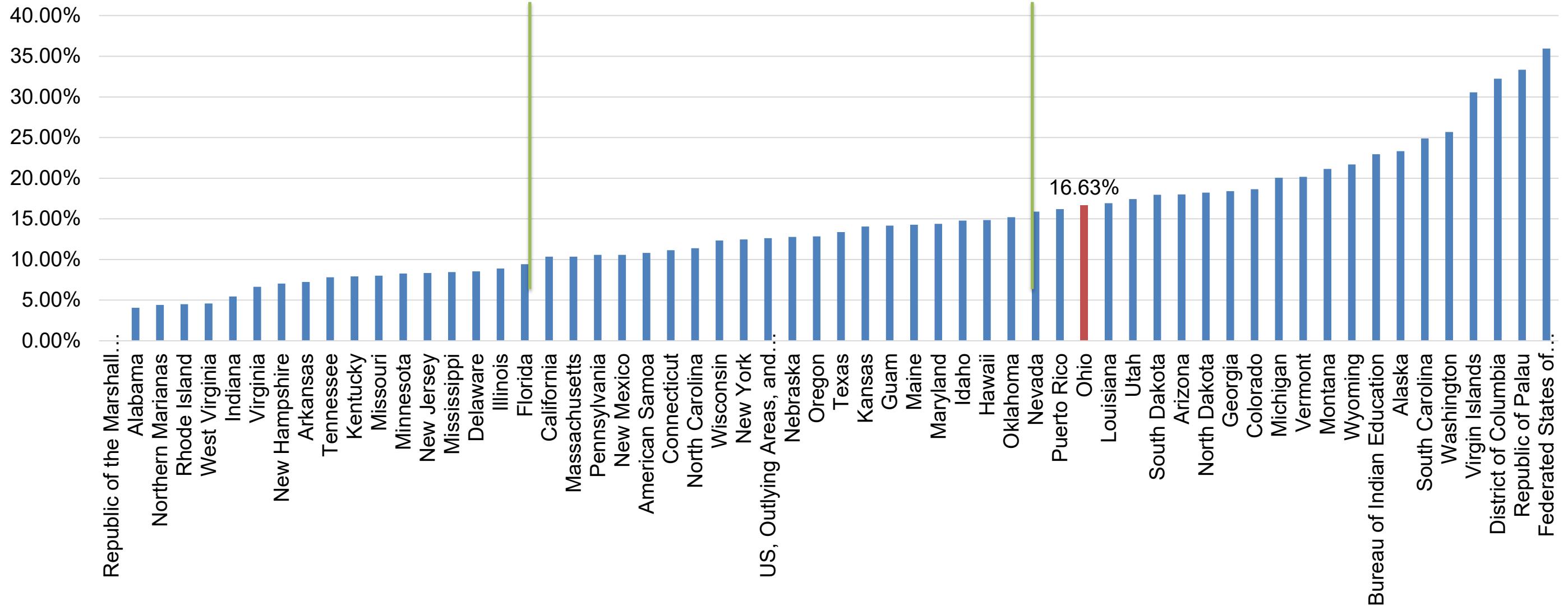


* The 2020 Determination was the first to reflect Ohio's additional graduation options available to all students beginning with the class of 2018.

^ The 2022 Determination was the first to reflect federal changes to indicator 1 (graduation rate). The 2019-2020 graduation rate uses a different data source than previous years.

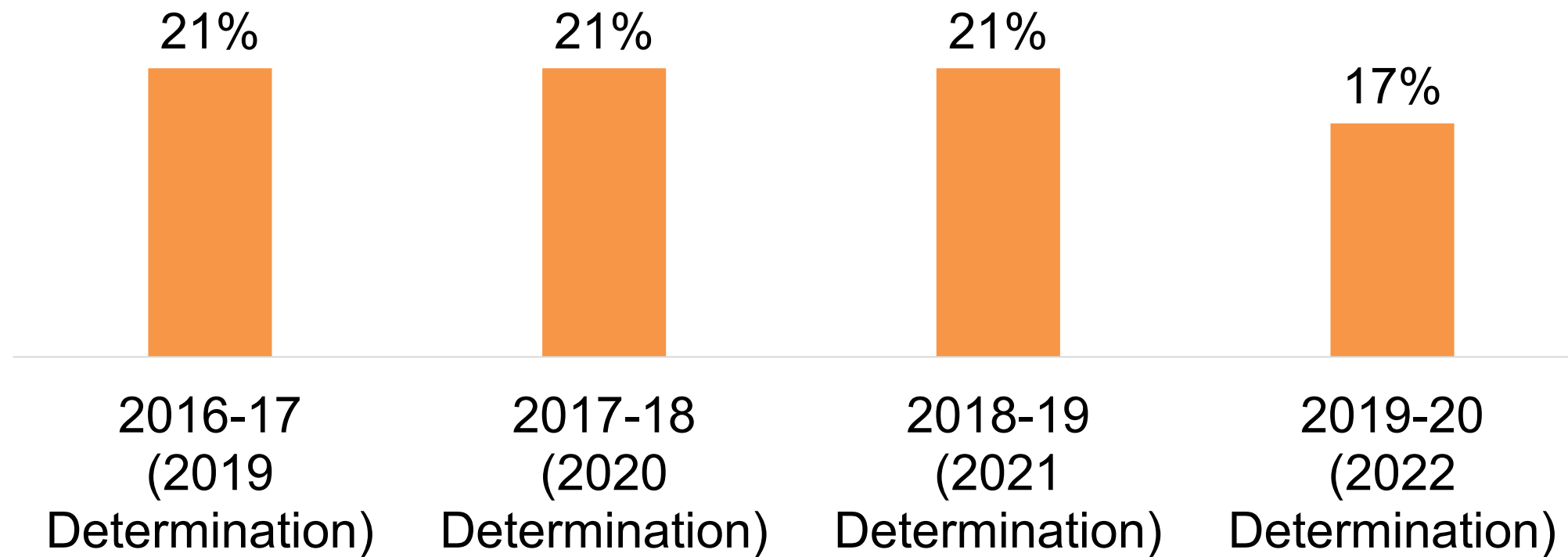
Dropout

Dropout Rate
2019-2020



Dropout Rate

Students with Disabilities Dropout Rate



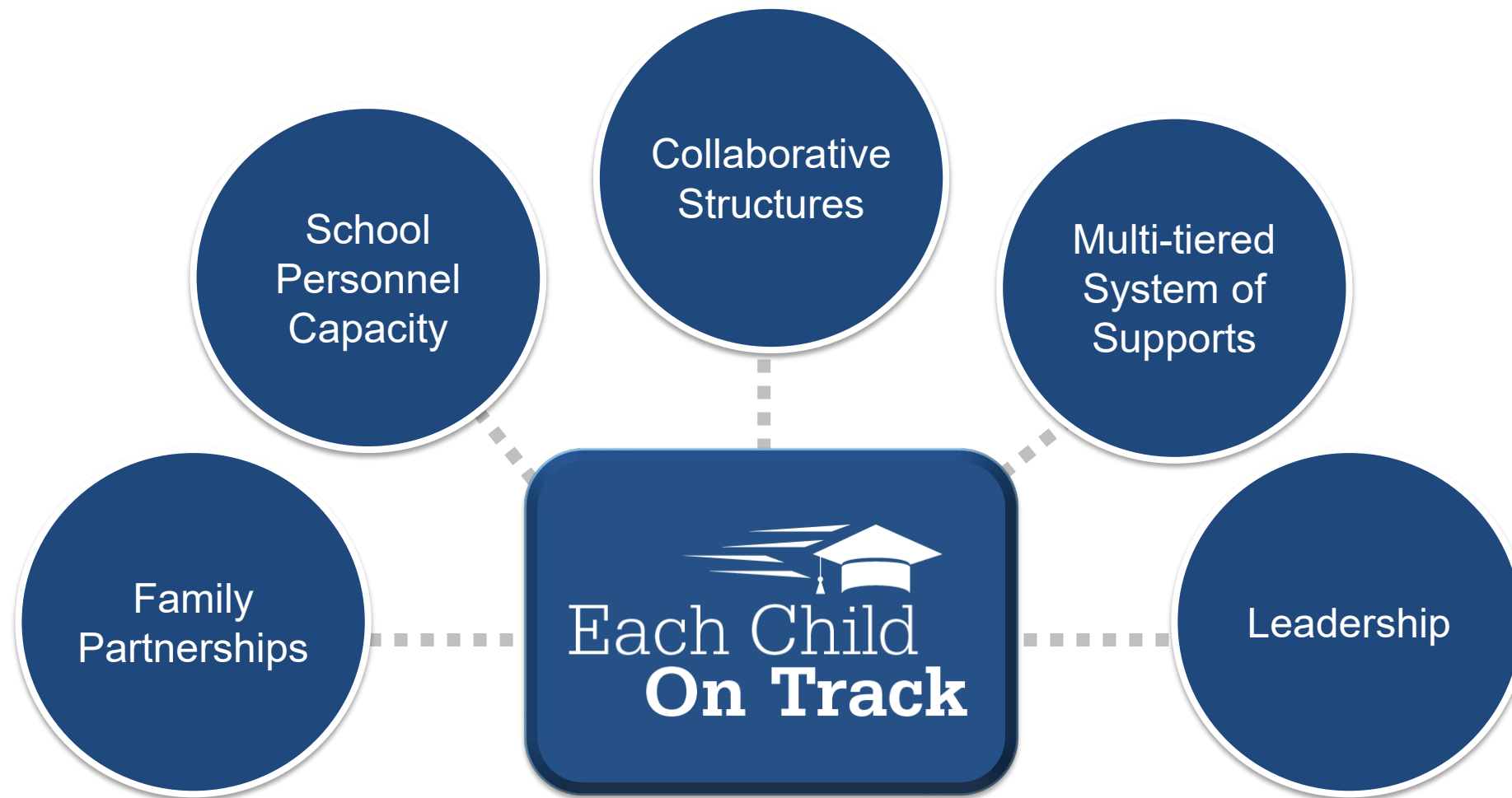
Focus on Graduation: Targets

Indicator 1	2019-2020 Baseline	2019-2020 Data	2020-2021 Target	2021-2022 Target	2022-2023 Target	2023-2024 Target	2024-2025 Target	2025-2026 Target
Percentage of students with disabilities graduating with a regular high school diploma	58.53%	58.53%	60.00%	62.00%	64.00%	66.00%	68.00%	70.00%

Philosophy of Change



Ohio's State Systemic Improvement Plan



Special Education Profiles

Special Education Profiles

Created annually for each district and community school

Display performance over time on key indicators for students with disabilities

Notify the school of any required activities for each indicator



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 5 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 8 Facilitated Parent Involvement**
- **Indicator 11 Initial Evaluation Timelines**
- 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**

Special Education Ratings Categories

- 1 Meets Requirements
- 2 Needs Assistance
- 3 Needs Intervention
- 4 Needs Substantial Intervention

Ohio's 2022 Determination

One of 38 states receiving *Needs Assistance*

Third consecutive year of *Needs Assistance*

Based on compliance scores & students results scores from the 2020-2021 school year



Profiles vs. Ratings

Special Education Profiles

Sent in late fall

Display longitudinal data in graphical format

Include results & compliance indicators

Notify districts of any required actions for the year

Compliance rates <100% have required actions

Special Education Ratings

Sent the following summer

Based on data from the previous school year

Include results and compliance indicators, as well as audit findings

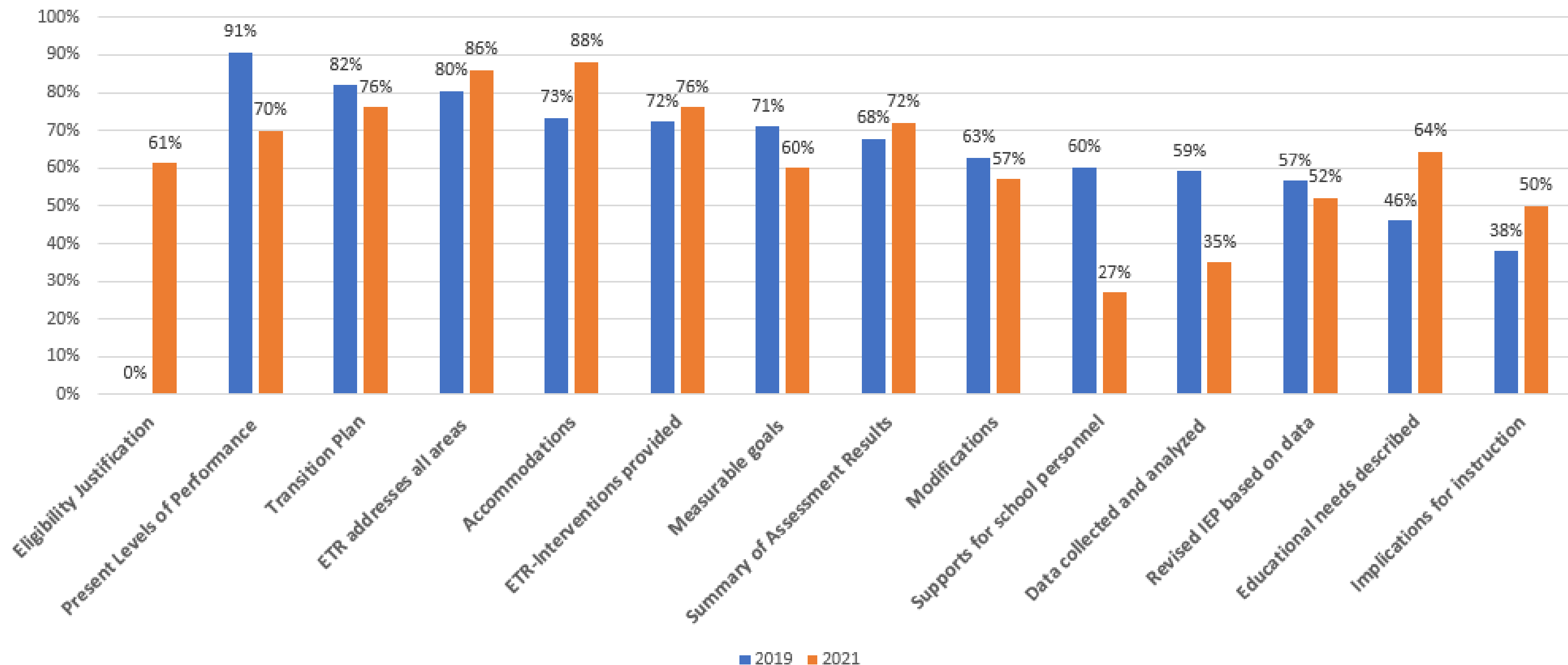
Indicators with lower scores already have been/are being addressed

Credit given for substantial compliance (≥95%)



Noncompliance Findings and Trends

Comparison of Top Areas of Findings (50% or higher)



Dispute Resolution

- Facilitation:
 - 15% increase in requests this year
 - 210 standalone requests
 - 91 meetings held
 - 98 currently pending
 - 16 of the requests were from Urban Districts

Dispute Resolution

- Mediation as a standalone
 - 49% increase in requests this year
 - 100 requests
 - 36 successful
 - 33 pending
 - 10 from urban districts

Dispute Resolution

- Mediation with Complaints or Due Process
 - 78% increase in mediation with complaints
 - 4% increase in mediation with due process
 - 41 mediations held with complaints
 - 15 resulted in withdrawal of complaint
 - 71 mediations held with due process
 - 9 resulted in withdrawal of due process

Dispute Resolution

- Complaints
 - 92% increase in complaints
 - 28% increase in systemic complaints
 - 192 complaints
 - 57 violations
 - 20 pending letters of finding

Dispute Resolution

- Due Process Complaints
 - 10% increase in filings
 - 76 Requests
 - 9 were expedited
 - 5 with decisions
 - 3 appealed
 - 1 appealed to federal court

Top Violations

IEP implementation by effective date	43
Development, Review and Revision of IEP	20
Prior Notice by Public Agency	16
FAPE	16
Evaluation Procedure	7
Definition of Individual Education Program	6

Comprehensive Evaluations

The purposes of conducting evaluations are straightforward:

- To determine if the child is a “child with a disability,” as defined by IDEA
- To gather information that will help determine the child’s educational needs
- To guide decision making about appropriate educational programming (services and strategies) for the child

Eligibility Identification

1. The determining factor is not due to lack of instruction in reading or math or limited English proficiency
2. The child has a disability under one of IDEA's 13 categories of disability **and the disability has an adverse impact on the student's educational performance**
3. The child needs specially designed instruction (special education)

What About a Medical Diagnosis?

Educational Identification vs. Medical Diagnosis





Disproportionality

What is Significant Disproportionality?

When children 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

What is a risk ratio threshold?

The level above which disproportionality is considered *significant*

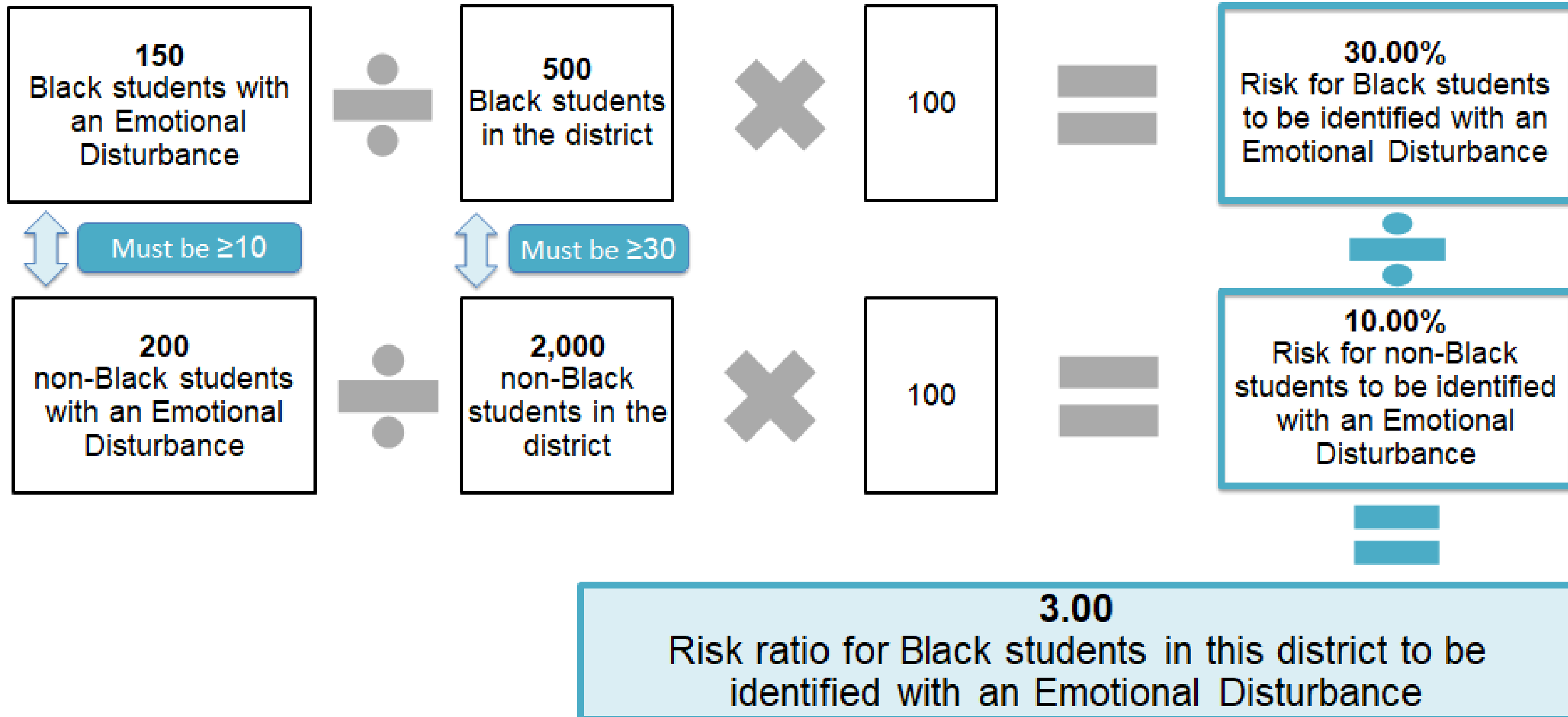
Determined by each state, with input from stakeholders

Ohio's risk ratio threshold:
>2.50 for three consecutive years

What does a risk ratio really mean?

Risk Ratio	What does it mean?
1.00	Equal or proportionate representation
>1.00	Overrepresentation (greater risk of...)
<1.00	Underrepresentation (lower risk of...)

Example Risk Ratio Calculation



Alternate Risk Ratios

Alternate risk ratios apply to districts that do not enroll enough students of other races to form a comparison group

Regular Risk Ratio

What is the risk that educators will identify Black students with disabilities in this district compared to the risk that educators will identify non-Black students with disabilities in this **district**?

Alternate Risk Ratio

What is the risk that educators will identify Black students with disabilities in this district compared to the risk that educators will identify non-Black students with disabilities in the **state**?

Why an Alternate Risk Ratio?

Less volatile results

Absence of a comparison group does not excuse responsibility under IDEA

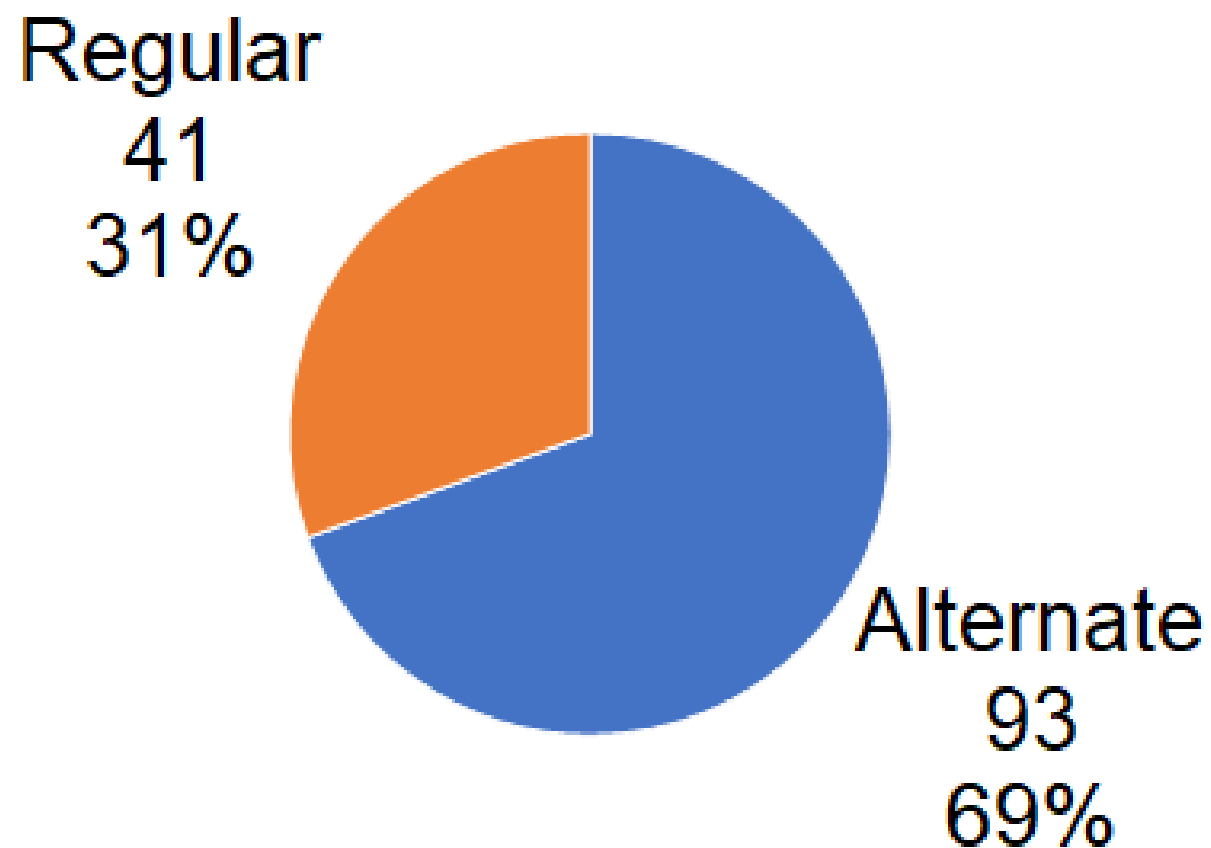
Students face inequitable access to instruction in the general education environment with their non-disabled peers

Inequitable access leads to inequitable outcomes over time

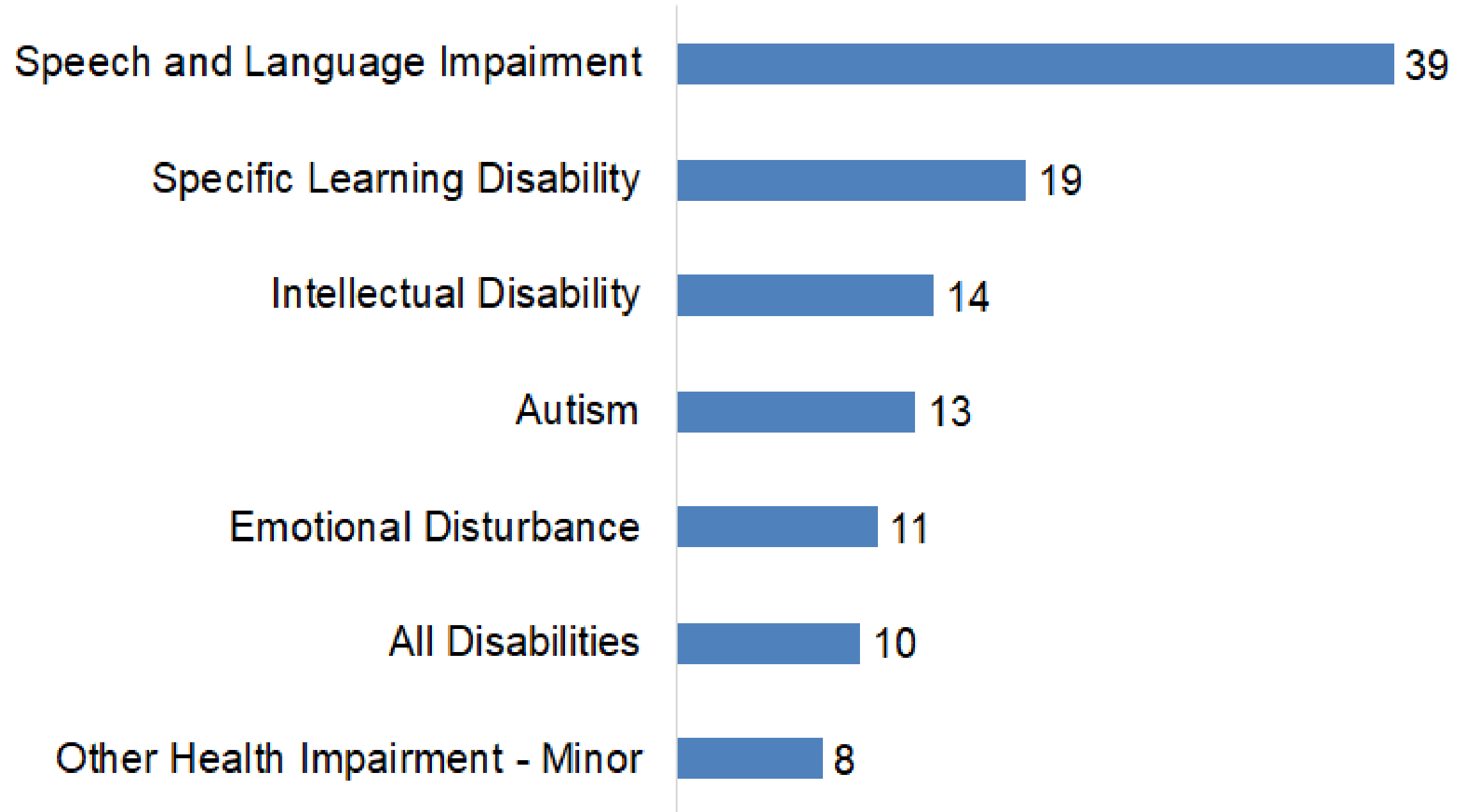


Disproportionality in Ohio

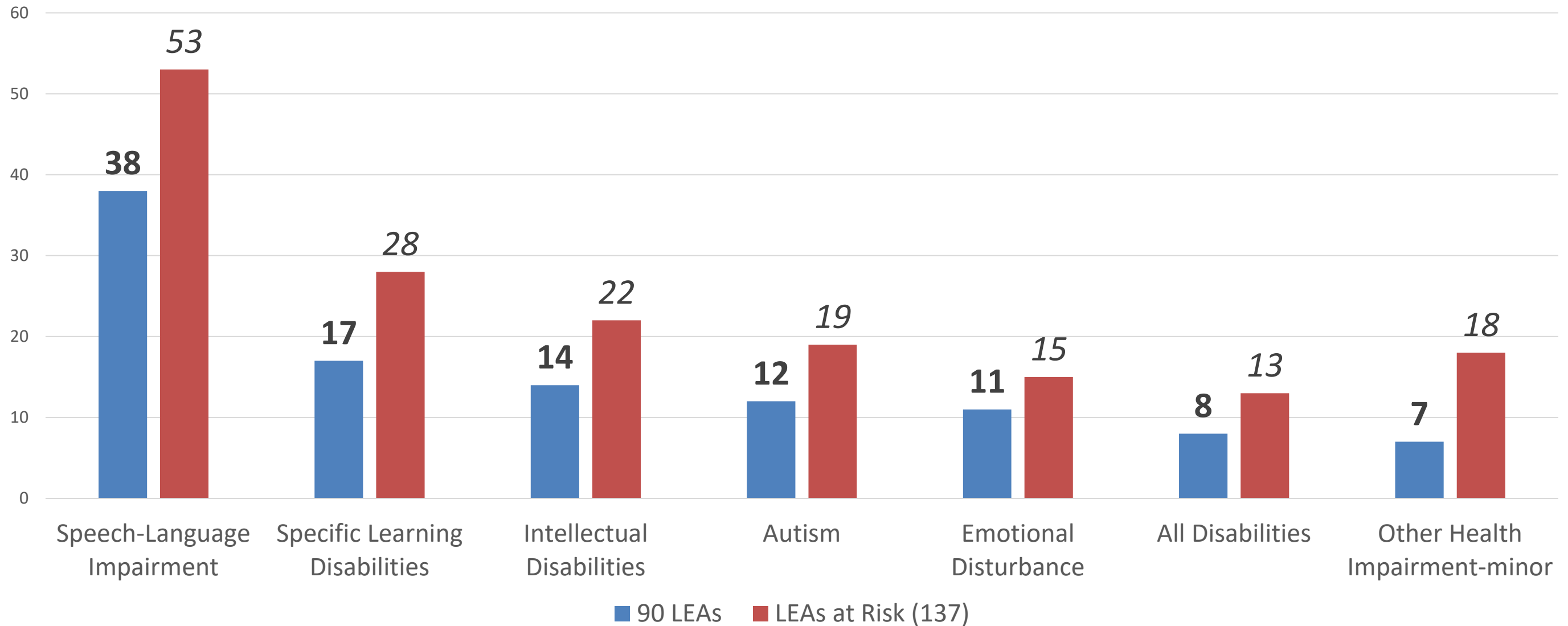
Risk Ratio Type



Disproportionality in Identification by Disability Category



Disproportionality in Identification by Disability Category



What's New and What's Coming Up

State Systemic Improvement Plan (SSIP)

State Personnel Development Grant (SPDG)

Special Education Rules

Gifted Rules

Support to the Field (Pilot)

▼ **Operating Standards for the Education of Children with Disabilities**

- Passed State Board in June
- Common Sense Initiative (CSI)
- Joint Committee on Agency Rule Review (JCARR)
- Chapter 119 Hearing
- Joint Committee on Agency Rule Review Hearing

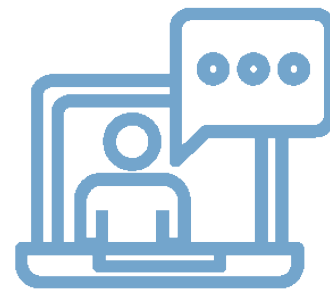
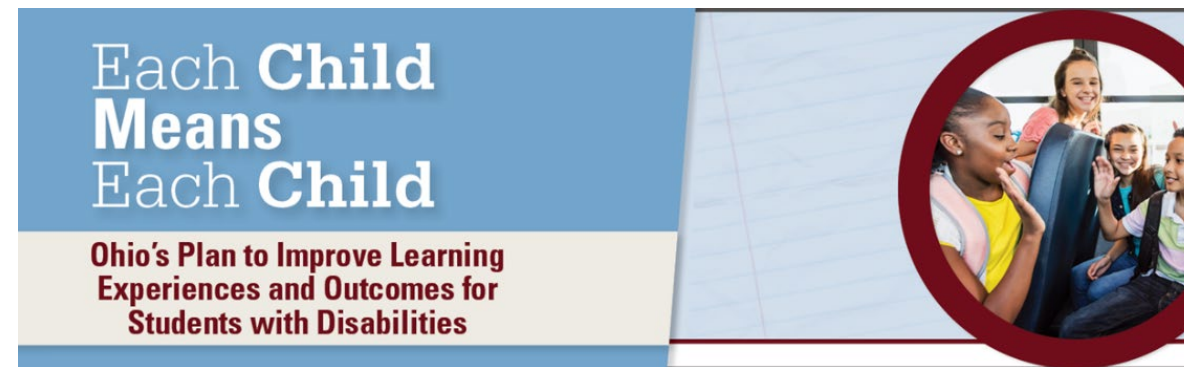
Developmental Delay Legislation

- Senator Brenner authored legislation
- OEC provided information
- In committee
- May be passed in lame duck session



Ohio Related Services Meet-Ups

- Virtual Meet-Ups
- First Thursday of the Month
- 3:30-4:30
- All are welcome



Related Services
Meetups

45

House Bill 583

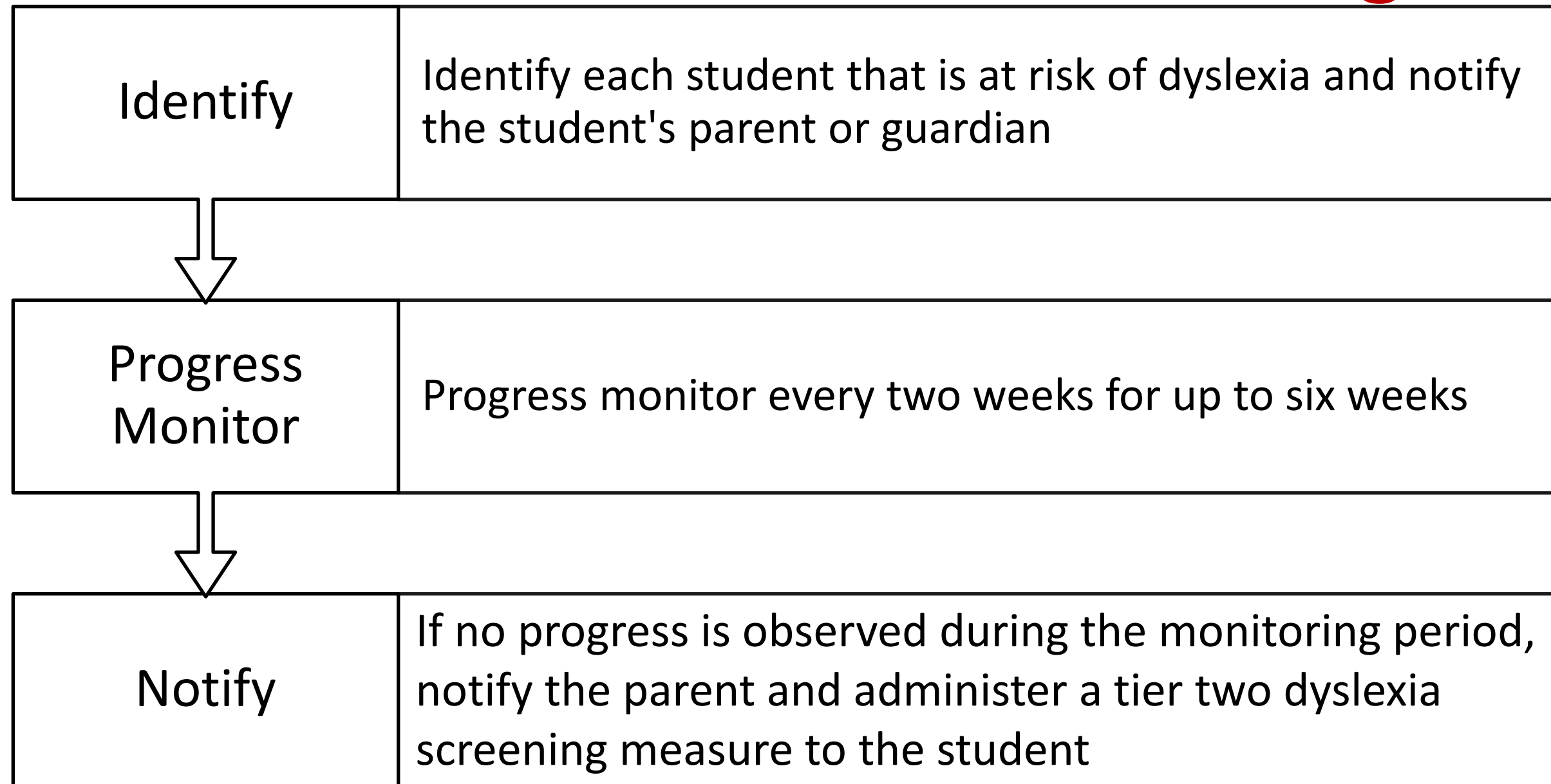
Changes to Ohio's Dyslexia Support Laws

Dyslexia Screening Requirements

Changes to Screening Timeline

2023-24	2024-25 and Beyond
<ul style="list-style-type: none">• Students in grades K-3 (Kindergarten students must be screened after January 1, 2024, but prior to January 1, 2025)• 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

Actions After Tier 1 Screening



Actions After Tier 2 Results

- Report to a student's parent or guardian the student's **Tier 2 screener results** within thirty days after the measure's administration
- If a student demonstrates markers for dyslexia, provide the student's parents:
 - Information about reading development,
 - The risk factors for dyslexia, and
 - Descriptions for evidenced-based interventions and;
 - A written explanation of the district or school's multi-sensory structured literacy program

Communities of Practice



The Ohio School Speech
Pathology Educational
Audiology Coalition



Ohio School
Psychologist Association



Ohio Council for
Exceptional Children

← Educator Retention and Instructional practice support →

PR-01 Chart Updated

- Prior Written Notice, Informed Consent and Notice of Procedural Safeguards
- Best practice suggests sending a Prior Written Notice (PR-01) to the parent for all special education events.



Questions

See us at the Ask OEC table!

We welcome your questions and look forward to meeting you there!



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**Share your learning
community with us!**

#MyOhioClassroom



Celebrate educators!

#OhioLovesTeachers