


#EachChildOurFuture

Updates from OEC



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OSPA November 4, 2021

Ohio Department of Education

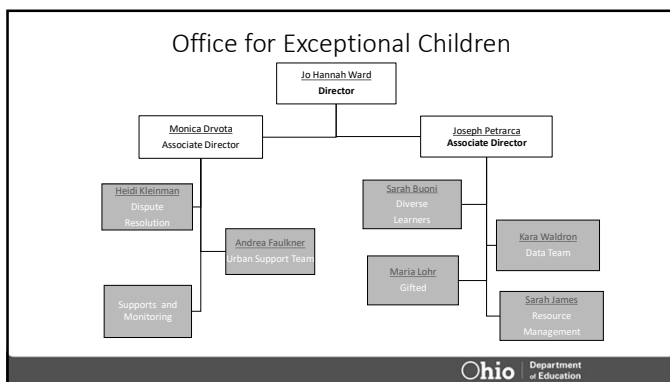
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Agenda

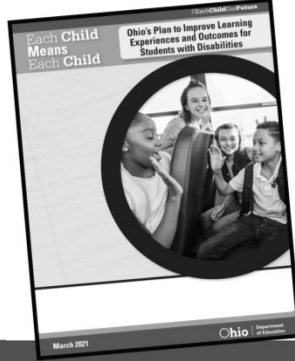
- Welcome and Introductions
- Each Child Means Each Child
- Ohio's Special Education Determination
- Dyslexia Committee Update
- Special Education Indicators
- Clarifications
 - Transfer ETRs
 - Observations
- Related Services Personnel Shortage Update
- Special Education Rules Revision Update

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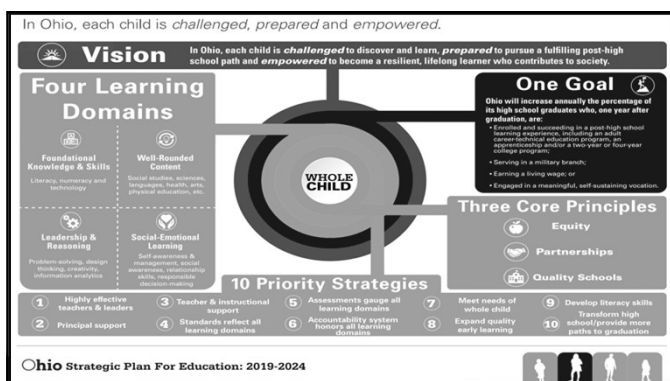


Each Child Means Each Child

Ohio's Strategic Plan to Improve Learning Outcomes and Experiences for Students with Disabilities


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Each Child Means Each Child



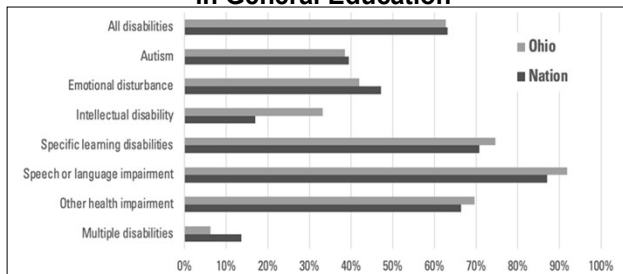
In Ohio, each child is *challenged* to discover and learn, *prepared* to pursue a fulfilling post-high school path and *empowered* to become a resilient, lifelong learner who contributes to society.

The vision is the vision

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Students Spending at Least 80% of Time in General Education



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Students with Disabilities and Graduation

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- More than **4,000** students with disabilities drop out each year (that's 1 in 5 students)
- The number of students with disabilities enrolled in career tech has decreased by 1,000



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The BIG Picture



- Getting to the problem early
- Building educators' and systemwide capacity
- Educating for living a good life

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We Know What Works

We can change how students are taught

We can dismantle ineffective systems

We can create inclusive environments

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Philosophy of Change

- Collective responsibility
- Professional development for general education staff and administrators
- Expectations for students with disabilities
- Preparation for postsecondary setting
- Commitment to continuous improvement process
- Overidentification of students with disabilities

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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?

- Indicator 3 Assessment Participation & Performance
- Alternate Assessment Participation
- Indicator 4 Suspension/Expulsion
- Indicator 5 School-age Educational Environments

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

- Indicator 1 Graduation
- Federal Graduation Rate
- 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 Findings
- Indicator 20 Timely and Accurate Data

Are children receiving equitable services and supports?

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

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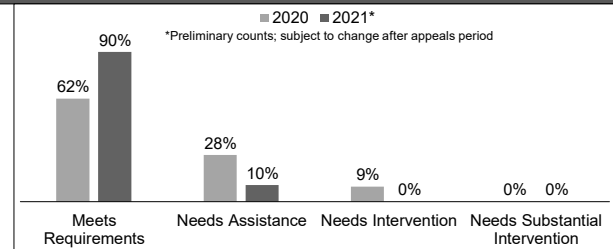
Number of Districts Receiving Ratings

Rating	Number of Districts Overall Rating	
	2020	2021*
Meets Requirements	640	886
Needs Assistance	292	98
Needs Intervention	95	0
Needs Substantial Intervention	0	0

*Preliminary counts; subject to change after appeals period

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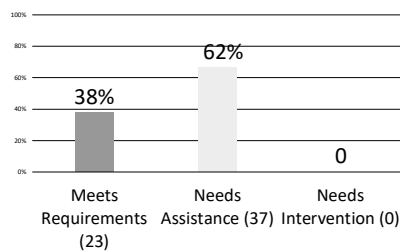
Percentage of Districts Receiving Ratings



*Preliminary counts; subject to change after appeals period

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How does Ohio compare to other states?



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Ohio's 2021 Special Education Determination

Results Elements	RDA Score= 0	RDA Score= 1	RDA Score= 2
Percentage of CWD Exiting School by Graduating with a Regular High School Diploma	<70	70-77	>=78
Percentage of CWD Exiting School by Dropping Out	>19	19-14	<=13

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Ohio's 2021 Special Education Determination

Needs Assistance, Year 2

Exiting	2019	2020	2021
SWD who dropped out	21%	21%	21%
SWD who graduated with a regular high school diploma	31%	50%***	48%

Class of 2019

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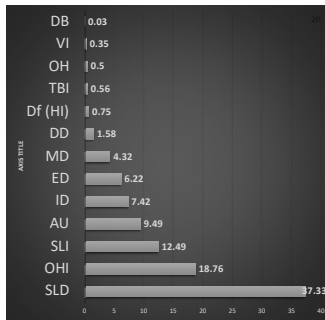
Ohio's 2021 Determination

- Ohio maintained its 100% score on compliance indicators for the 5th straight year
- Ohio's dropout rate and graduation rate for students with disabilities received scores of **zero**



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Ohio's Landscape for Students with Disabilities



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Data Comps

Special Education Profiles

Disability	2018-2019	2019-2020	Percent Difference	Percent Change
Total SWD	15.2	15.4	+2	+1.3%
SLD	36.22	37.33	+1.11	+3.0%
OHI	17.28	18.76	+1.48	+8.6%
SLI	13.85	12.49	-1.36	-9.8%
AU	9.49	9.96	+47	+4.9%
ID	7.24	7.42	+18	+2.5%
ED	5.83	6.22	+39	+6.7%
MD	4.8	4.32	-48	-10%
DD	2.51	1.58	-93	-37%
TBI	.75	.50	-25	-33%
OH	.57	.50	-.07	-12%
VI	.35	.35	0	NC
DB	.03	.03	0	NC

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State Systemic Improvement Plan

- Post Secondary experiences
- Aligned partnerships
- Early warning systems – use of data!
- Higher education, State Dept. of Ed, Regional supports
- District, Building and teacher-based capacity and utilization

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Other Upcoming and Exciting News

Guiding Coalition

Gifted/Gifted Advisory Council

Back to School Resources

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OCALICONLINE

November 16-19th, 2021

Virtual
<https://conference.ocali.org/register>*Six Shifts to Improve Special Education and Other Interventions: Nate Levenson*

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Ohio Dyslexia Committee

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Requirements

- Ohio Dyslexia Committee- 11 members
- Dyslexia Guidebook
- Professional Development for Teachers
- Recommend teacher ratios
- Identify screening and intervention measures
- Requires schools to administer annual dyslexia screenings 2022-2023
- Establishes a multi-sensory literacy certification process for teachers

[Ohio Dyslexia Committee website](#)

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Updates

- Public Meetings- last Tuesday of the month at ODE
- Guidebook- December 31, 2021
- Chinnon Jaquay- School Psychology Representative
- Tier 1 Screener
- Each Child Reads Grant
- Defined "Certification"

Questions: dyslexia@education.ohio.gov

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Clarifications

Transfer ETRs

- In State
- Out of State
- Expired

Observations

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Related Services Workgroup

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Why?

To address severe shortages, because of our commitment to children, to provide equitable access to high-quality opportunities and to inform funding and policy decisions.

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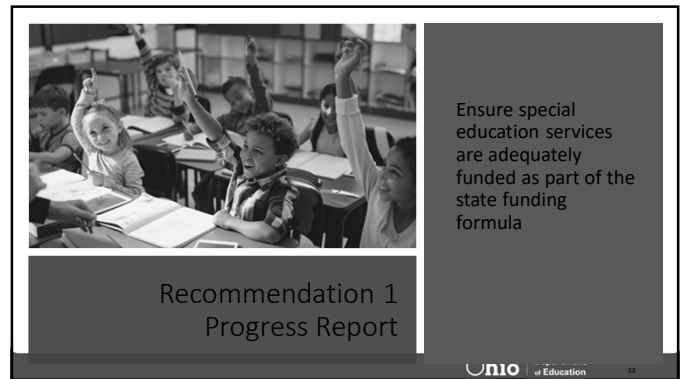
Ongoing

The workgroup proposed continuing to meet to take stock of progress.

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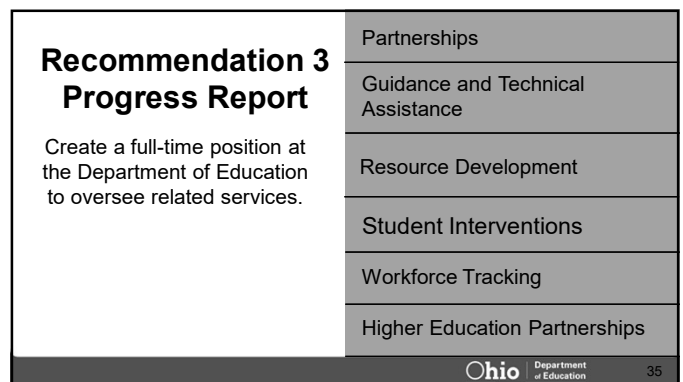
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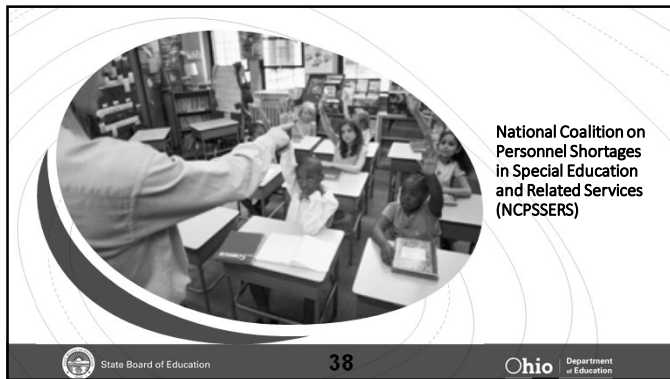
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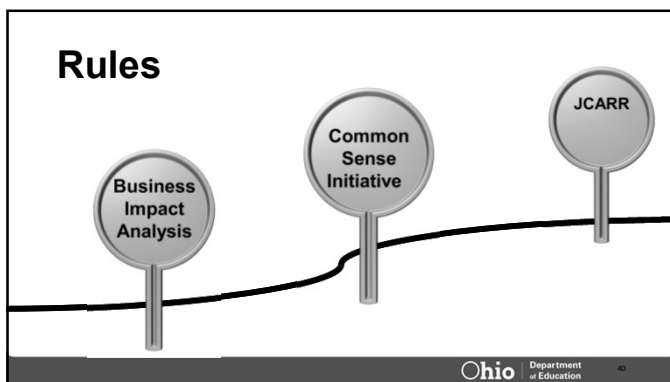
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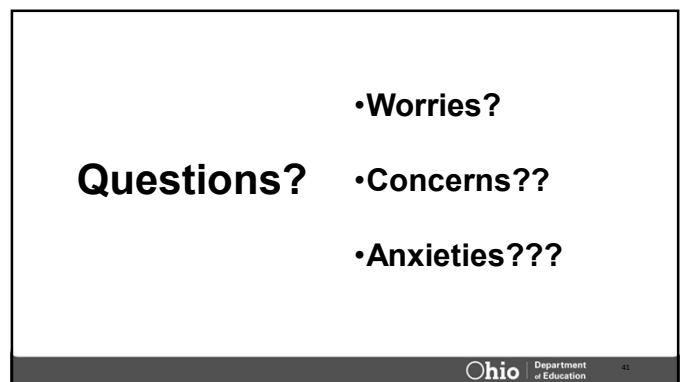
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