

#EachChildOurFuture

Updates from OEC



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OSPA November 4, 2021

Ohio Department of Education

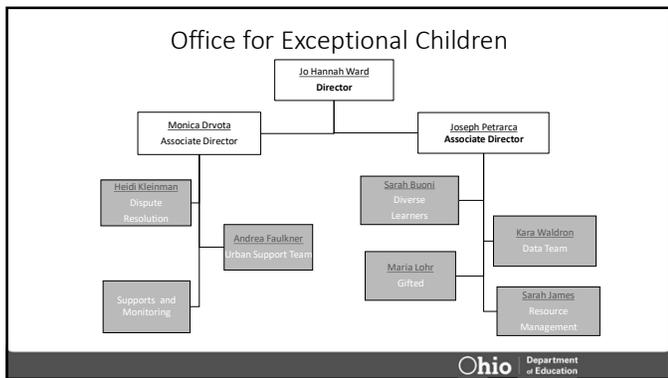
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Agenda

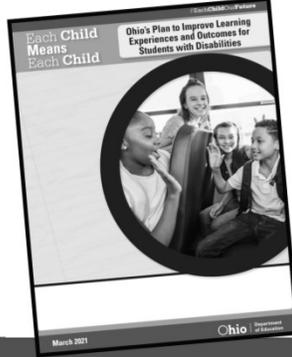
- Welcome and Introductions
- Each Child Means Each Child
- Ohio's Special Education Determination
- Dyslexia Committee Update
- Special Education Indicators
- Clarifications
 - Transfer ETRs
 - Observations
- Related Services Personnel Shortage Update
- Special Education Rules Revision Update

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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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In Ohio, each child is *challenged, prepared and empowered*.

Vision

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.

Four Learning Domains

- Foundational Knowledge & Skills**: Literacy, history and mathematics
- Well-Rounded Content**: Social studies, science, languages, health, arts, physical education, etc.
- Leadership & Reasoning**: Problem-solving, design thinking, research, information analysis
- Social-Emotional Learning**: Self-awareness & management, social awareness, relationship skills, responsible decision-making

One Goal

Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an adult learning program or apprenticeship within a two-year or four-year college program.
- Earning in a military branch,
- Earning a living wage, or
- Engaged in a meaningful, self-sustaining vocation.

Three Core Principles

- Equity
- Partnerships
- Quality Schools

10 Priority Strategies

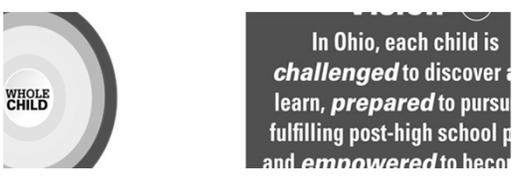
- Highly effective teachers & leaders
- Principal support
- Teacher & instructional support
- Standards reflect all learning domains
- Assessments gauge all learning domains
- Accountability system honors all learning domains
- Meet needs of whole child
- Expand quality early learning
- Develop literacy skills
- Transform high school; provide more paths to graduation

Ohio Strategic Plan For Education: 2019-2024

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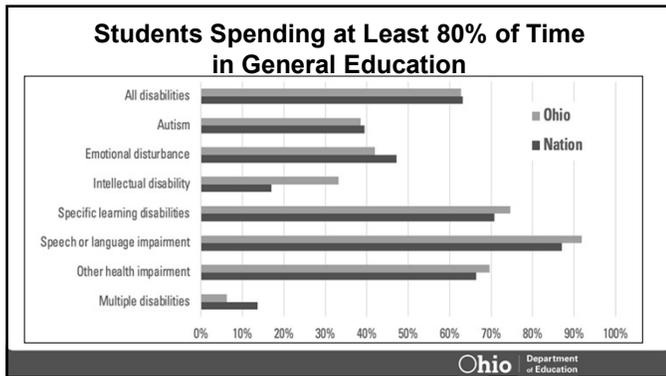
Each Child Means Each Child



The vision is the vision

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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

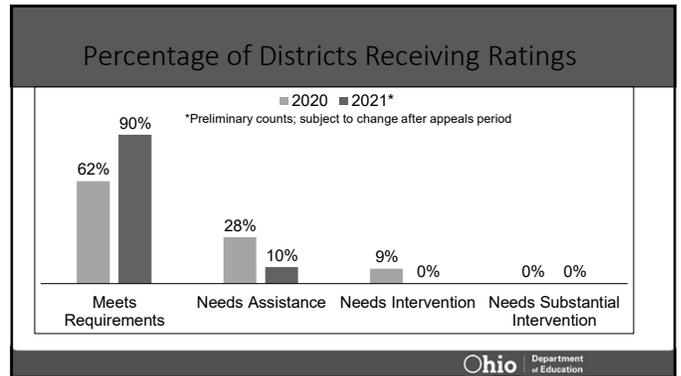
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Number of Districts Receiving Ratings

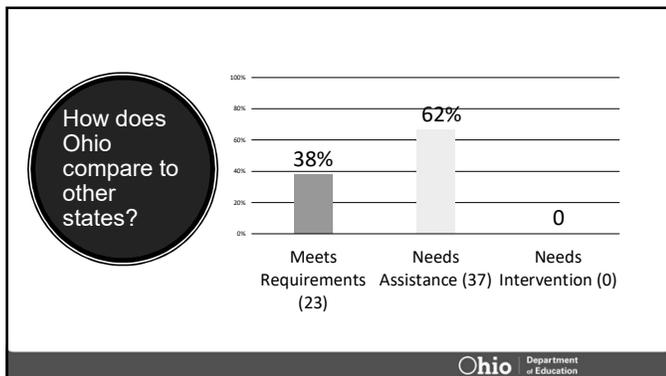
Rating	Number of Districts Overall Rating	
	2020	2021*
Meets Requirements	640	886
Needs Assistance	292	98
Needs Intervention	95	0
Needs Substantial Intervention	0	0

*Preliminary counts; subject to change after appeals period

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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%

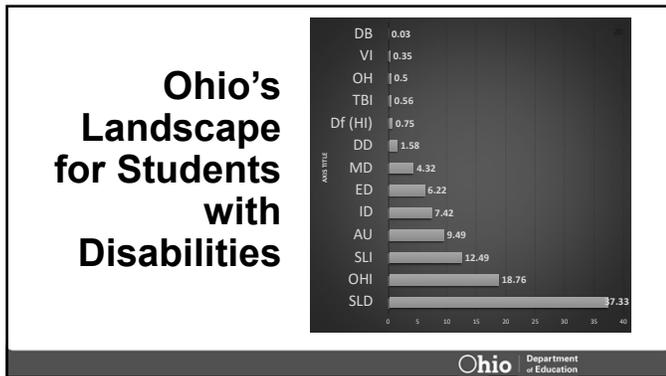
Class of 2019

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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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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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Workgroup Recommendations
Progress Report

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Ensure special education services are adequately funded as part of the state funding formula

Recommendation 1
Progress Report

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Recommendation 2 Progress Report

Adopt and implement methods to improve the recruitment and retention of individuals in all related services professions.

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Recommendation 3 Progress Report

Create a full-time position at the Department of Education to oversee related services.

Partnerships
Guidance and Technical Assistance
Resource Development
Student Interventions
Workforce Tracking
Higher Education Partnerships

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Recommendation 4 Progress Report

Conduct a review of the licensure structure currently used by the Department of Education as it applies to related services personnel.

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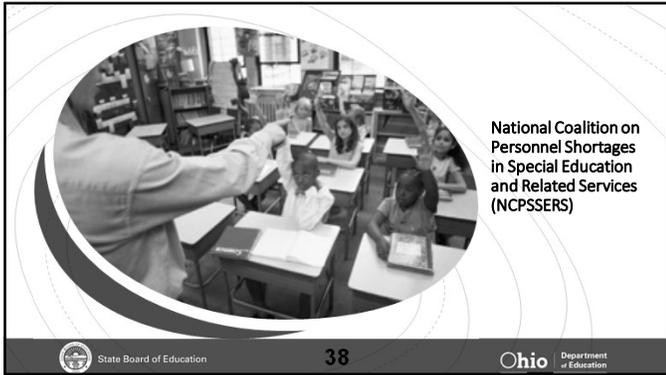


Recommendation 5 Progress Report

Support a cultural shift with the goal that related services are viewed as part of a collaborative student-driven, team-based approach to meet the needs of the whole child.

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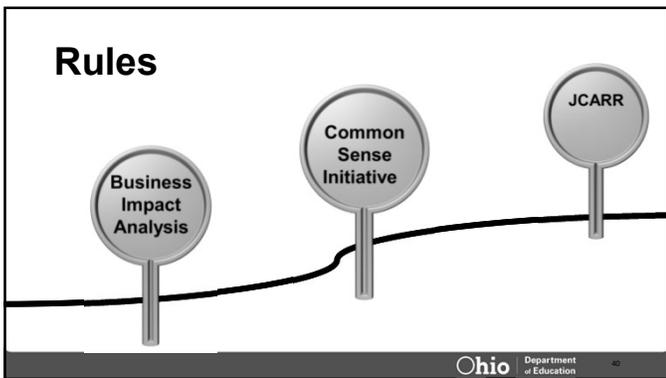
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Questions?

- Worries?
- Concerns??
- Anxieties???

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Share your learning community with us!

#MyOhioClassroom



Celebrate educators!

#OhioLovesTeachers

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