Updates from OEC
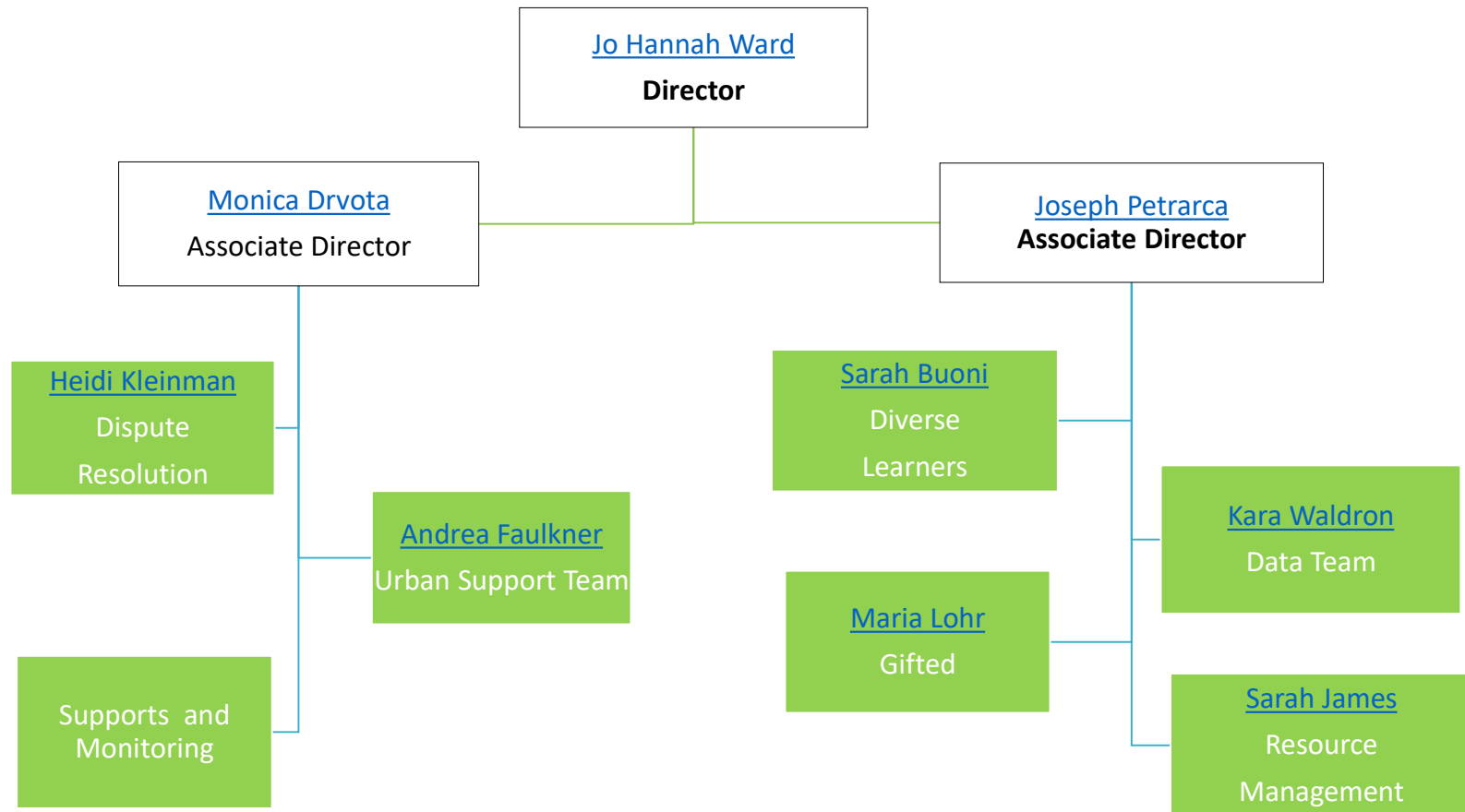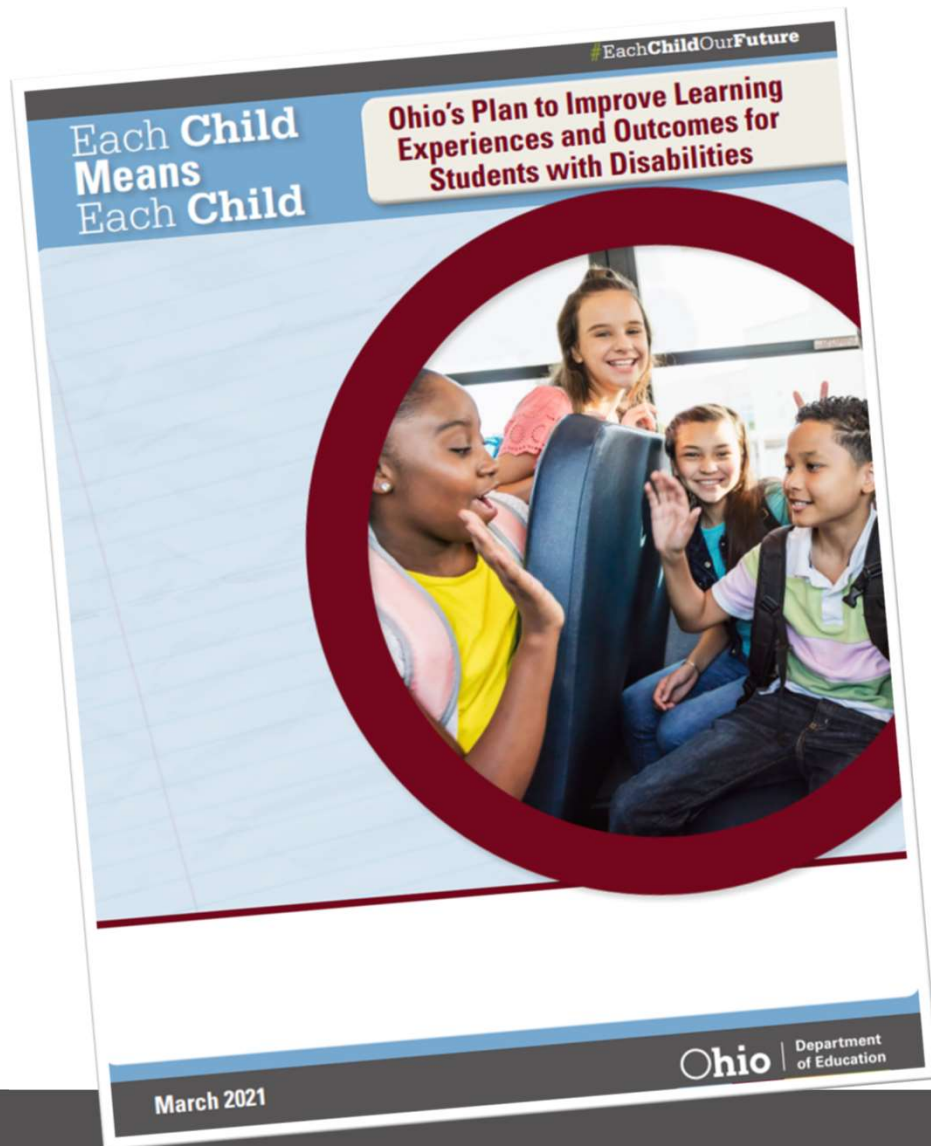
Joseph Petrarca, Associate Director

Bernadette Laughlin, Education Program Specialist

OSPA November 4, 2021

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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Office for Exceptional Children

Jo Hannah Ward
Director

Monica Drvota
Associate Director

Joseph Petrarca
Associate Director

Heidi Kleinman
Dispute Resolution

Andrea Faulkner
Urban Support Team

Supports and Monitoring

Sarah Buoni
Diverse Learners

Kara Waldron
Data Team

Maria Lohr
Gifted

Sarah James
Resource Management

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Each Child Means Each Child

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

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, numeracy and technology

Well-Rounded Content

Social studies, sciences, languages, health, arts, physical education, etc.

Leadership & Reasoning

Problem-solving, design thinking, creativity, information analytics

Social-Emotional Learning

Self-awareness & management, social awareness, relationship skills, responsible decision-making

WHOLE CHILD

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 career-technical education program, an apprenticeship and/or a two-year or four-year college program;

- Serving 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

1. Highly effective teachers & leaders
2. Principal support
3. Teacher & instructional support
4. Standards reflect all learning domains
5. Assessments gauge all learning domains
6. Accountability system honors all learning domains
7. Meet needs of whole child
8. Expand quality early learning
9. Develop literacy skills
10. Transform high school/provide more paths to graduation
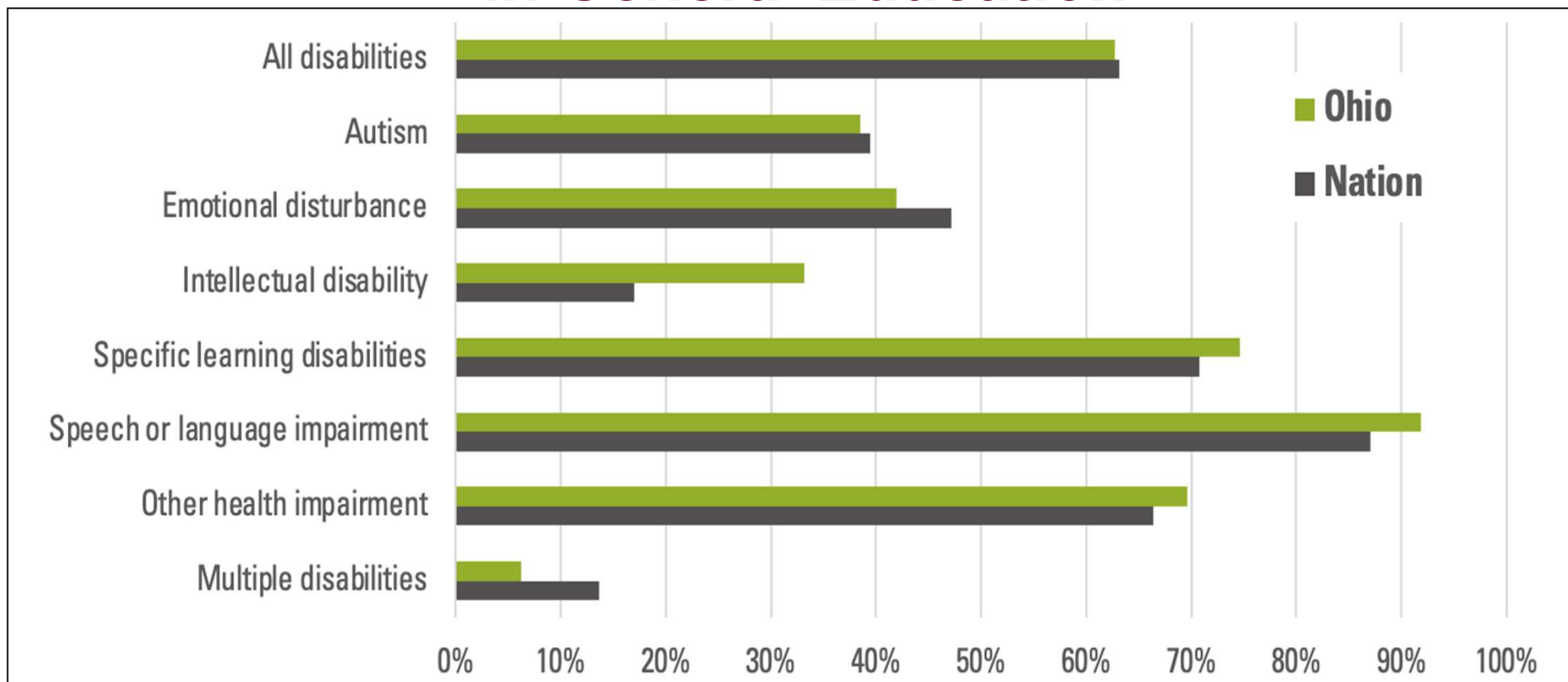
Ohio Strategic Plan For Education: 2019-2024

Each Child Means Each Child

In Ohio, each child is *challenged* to discover a learn, *prepared* to pursu fulfilling post-high school p and *empowered* to becor

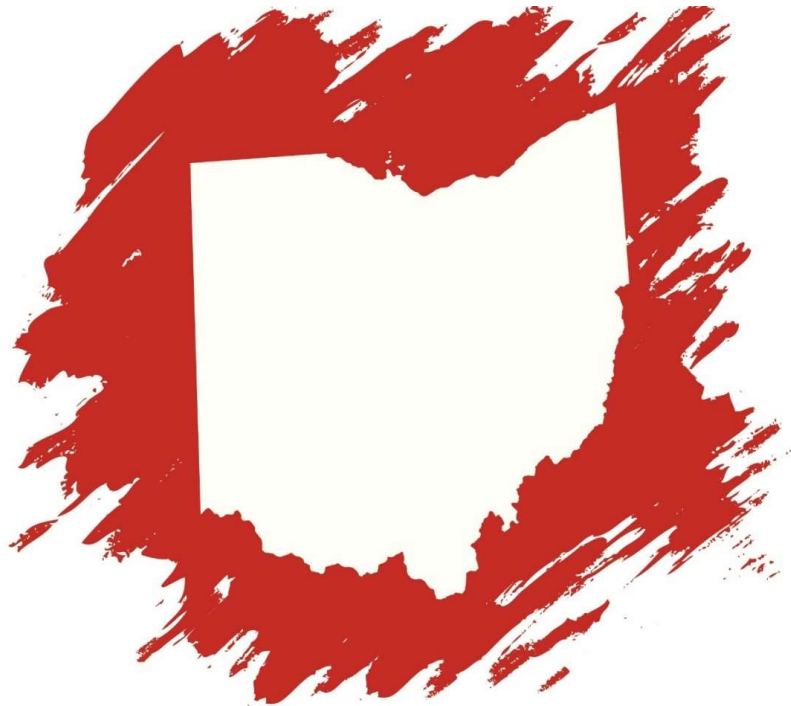The vision **is** the vision

Students Spending at Least 80% of Time in General Education

Students with Disabilities and Graduation

- 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

The BIG Picture

- Getting to the problem early

- Building educators' and systemwide capacity

- Educating for living a good life

We Know What Works

We can change how students are taught

We can dismantle ineffective systems

We can create inclusive environments

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

|	
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

■ 2020 ■ 2021*

*Preliminary counts; subject to change after appeals period

62% 90% Meets Requirements

28% 10% Needs Assistance

9% 0% Needs Intervention

0% 0% Needs Substantial Intervention

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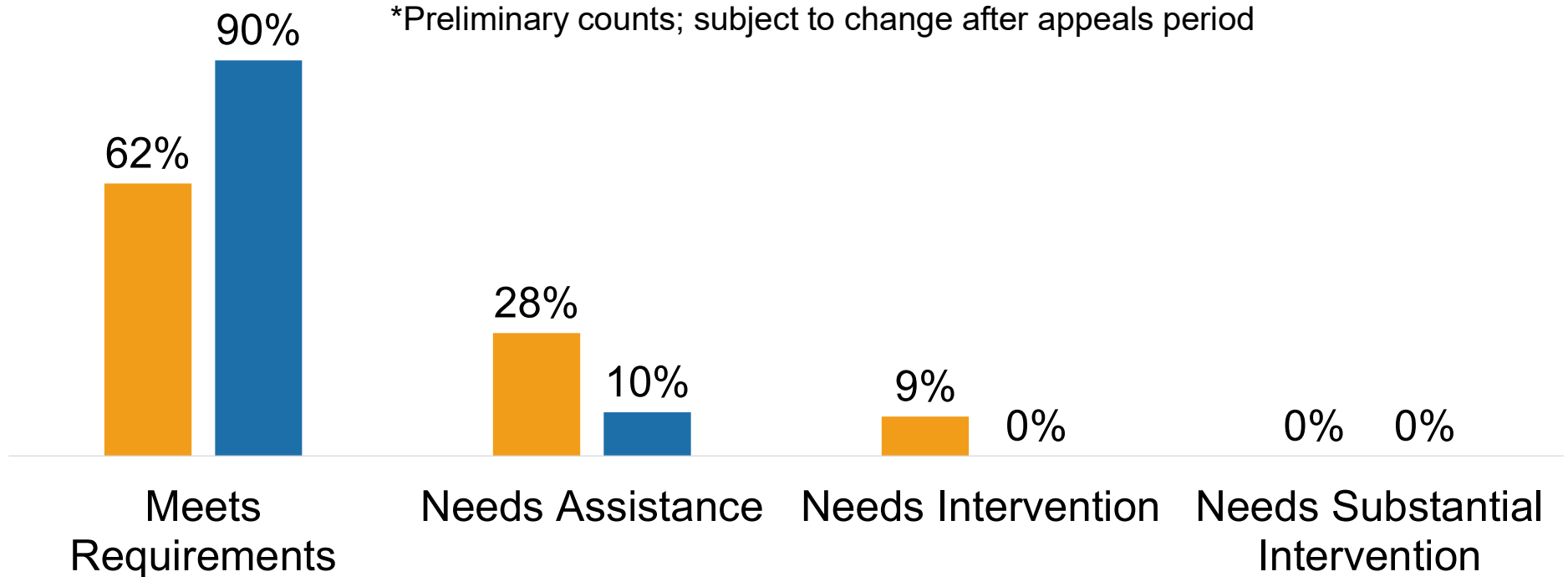
How does Ohio compare to other states?
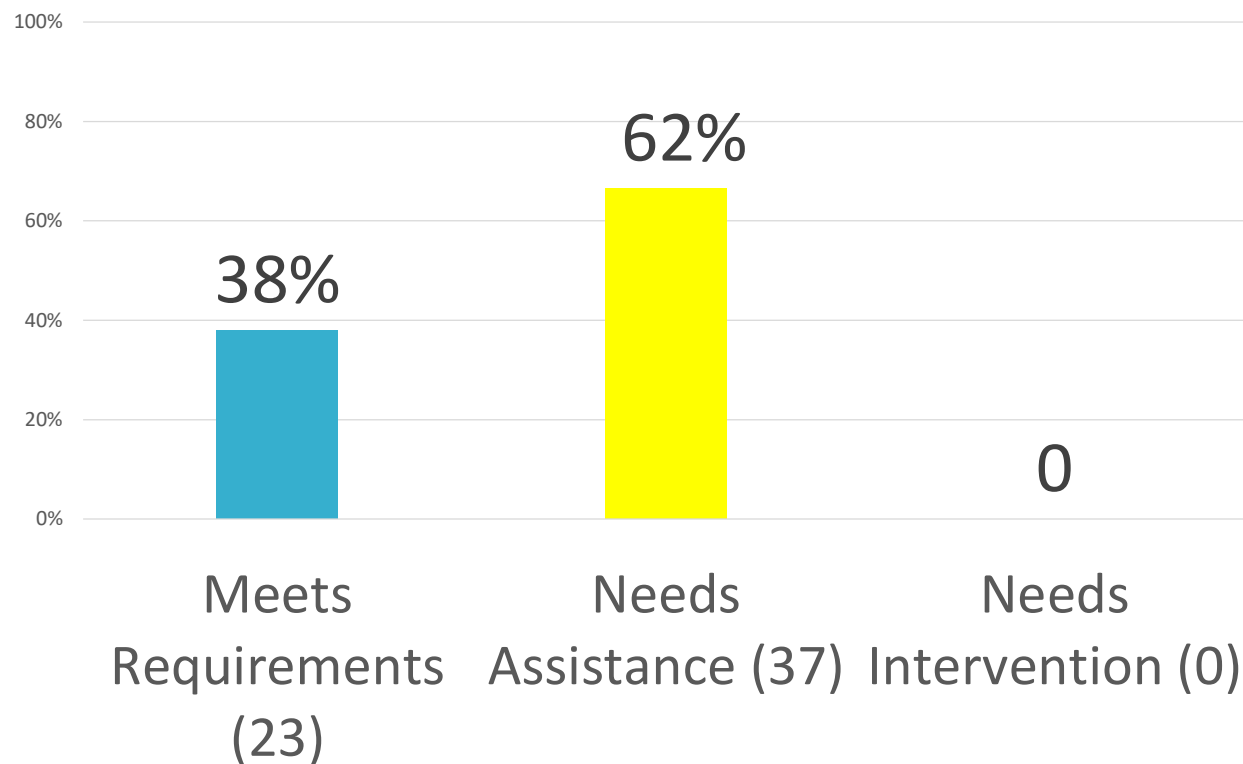
Ohio's 2021 Special Education Determination

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

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

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**

Needs Assistance

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Ohio's Landscape for Students with Disabilities
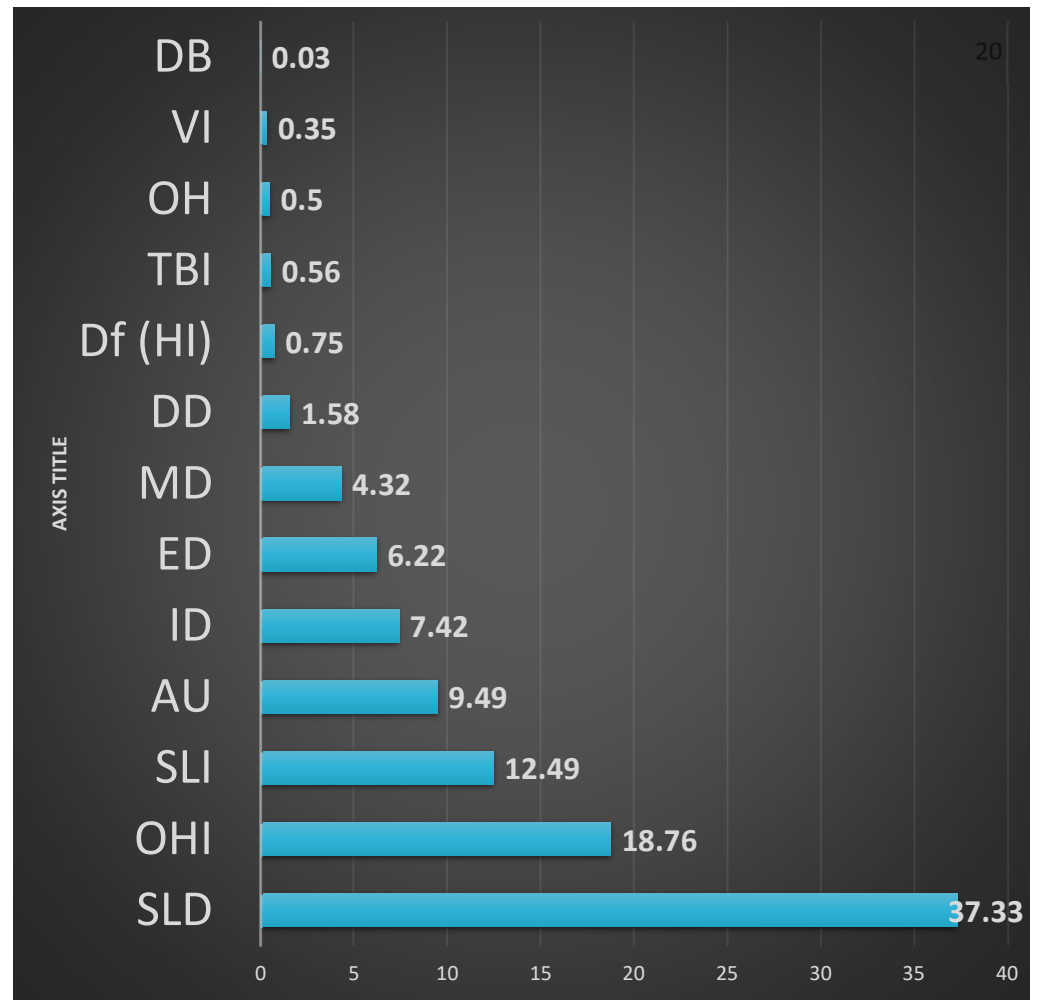
Data Comps

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

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

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

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

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

Clarifications

Transfer ETRs

- In State
- Out of State
- Expired

Observations

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Related Services Workgroup

The Mission

Why?

To address sever[e] shortages, becaus[e] of our commitmen[t] to children, to provide equitable access to high-quality opportunitie[s] and to inform funding and policy decisions.

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Ongoing

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

Workgroup Recommendations

Progress Report

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

Recommendation 1 Progress Report

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

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.

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.

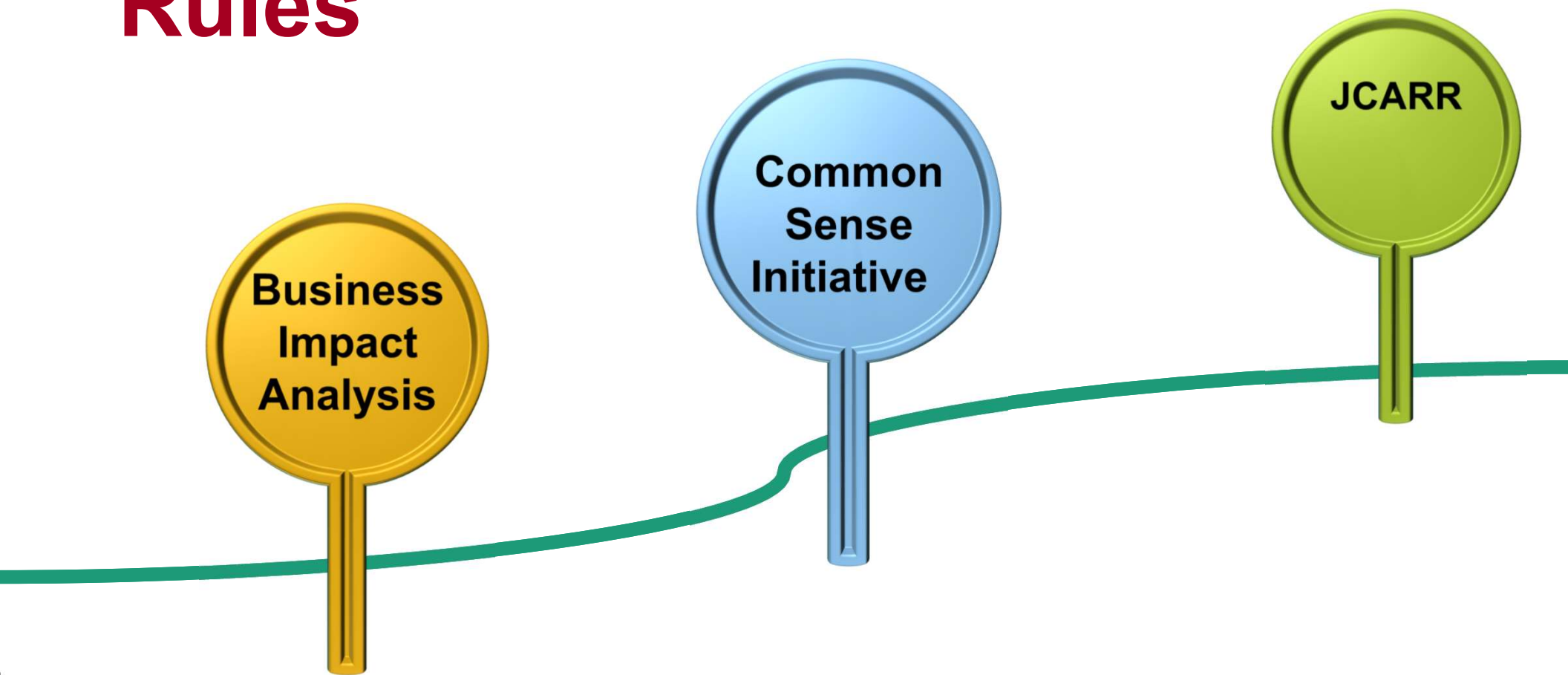National Coalition on Personnel Shortages in Special Education and Related Services (NCPSSERS)

Related Services Meet-Ups

Rules

Business Impact Analysis

Common Sense Initiative

JCARR

Questions?

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

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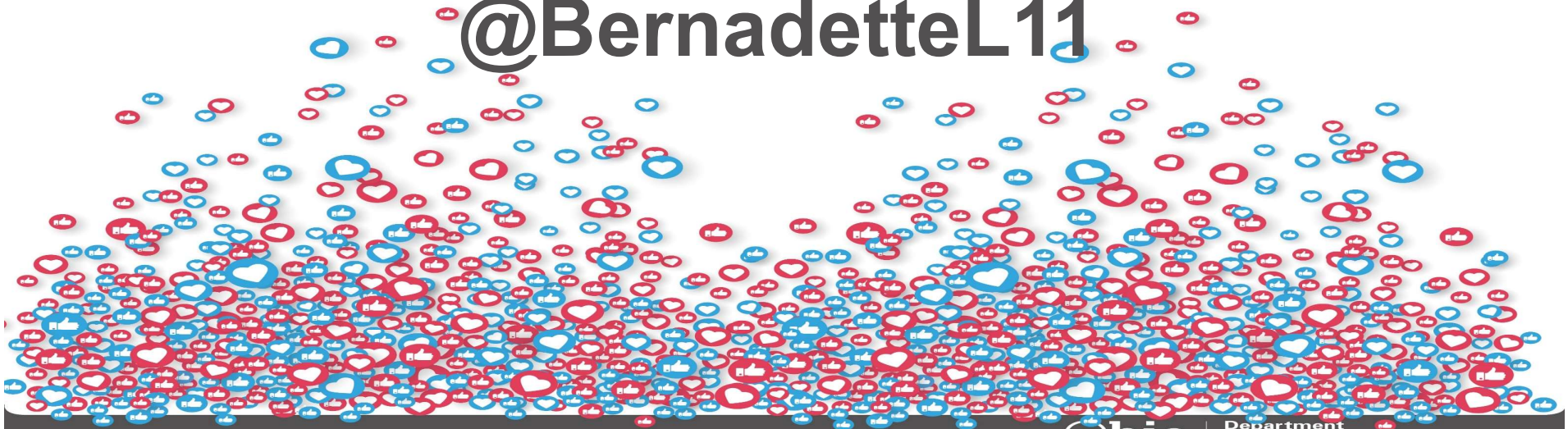
@OHEducation
@Petrarcajoe
@BernadetteL11

Share your learning community with us!

#MyOhioClassroom

Celebrate educators!
#OhioLovesTeachers

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