

Updates from the Office for Exceptional Children



OSPA Spring Conference 2021

Learning Objectives

The learner will be updated by the Ohio Department of Education, Office for Exceptional Children on:

- *Each Child Means Each Child*, Ohio's Plan to Improve Learning Experiences and Outcomes for Students with Disabilities
- The review and revision of the *Operating Standards*,
- Screening and Intervention for Children with Dyslexia; and
- The Department's latest data on disproportionality.

#EachChildOurFuture

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



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

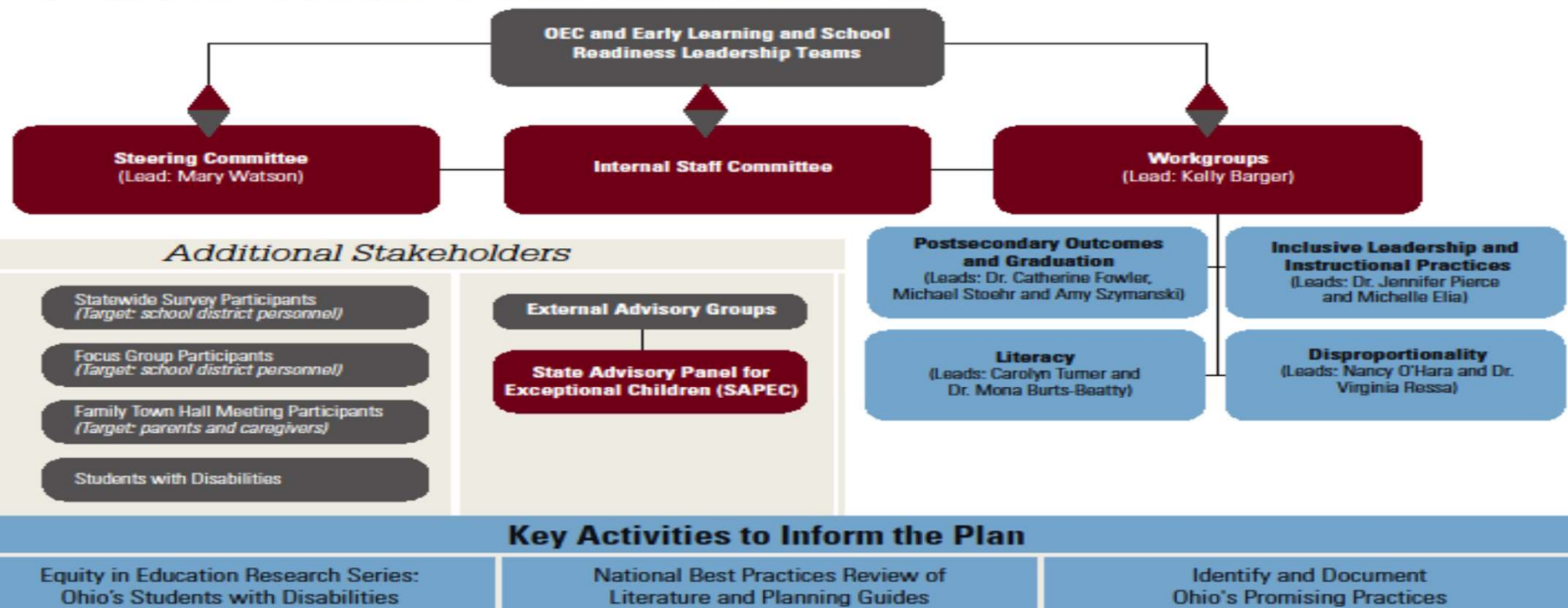


Each Child Means Each Child

#EachChildOurFuture

Plan to Improve Learning Experiences and Outcomes for Students with Disabilities

The Ohio Department of Education is embarking on a stakeholder-driven process to develop recommendations and support actions to improve the educational experiences and outcomes for students with disabilities. The work will reflect the vision, goal, principles and domains of *Each Child, Our Future* to ensure the recommendations are aligned with Ohio's strategic plan. The Office for Exceptional Children's plan is to be completed by December 2019.



Rules Updates

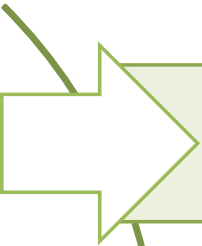
The Ohio Operating Standards for the Education of Children with Disabilities 5-year rule review:

- These rules address the special education requirements for districts in the State of Ohio.
- The rules' language had to be reviewed based on a five-year review date.
- By April 2021, all rules will have been presented to the State Board of Education

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


Changes to Federal Significant Disproportionality Regulations



Require a standard approach across states for three primary categories



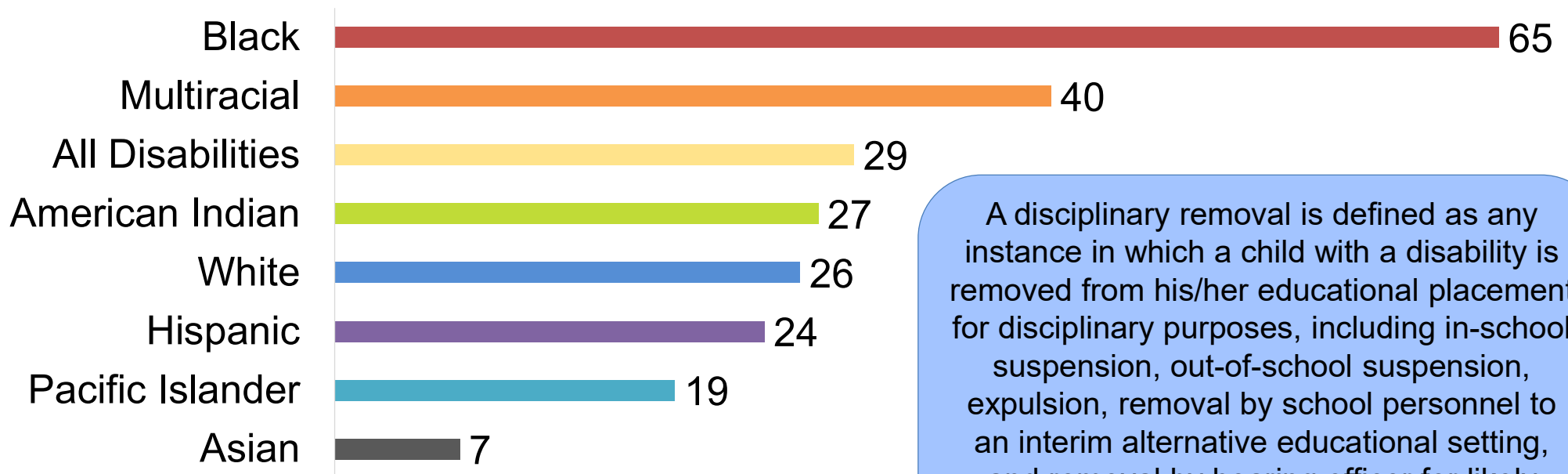
Clarify requirements for reviewing policies, procedures and practices



Require districts to identify and address contributing factors with redirected funds

National Racial and Ethnic Disparities in Discipline

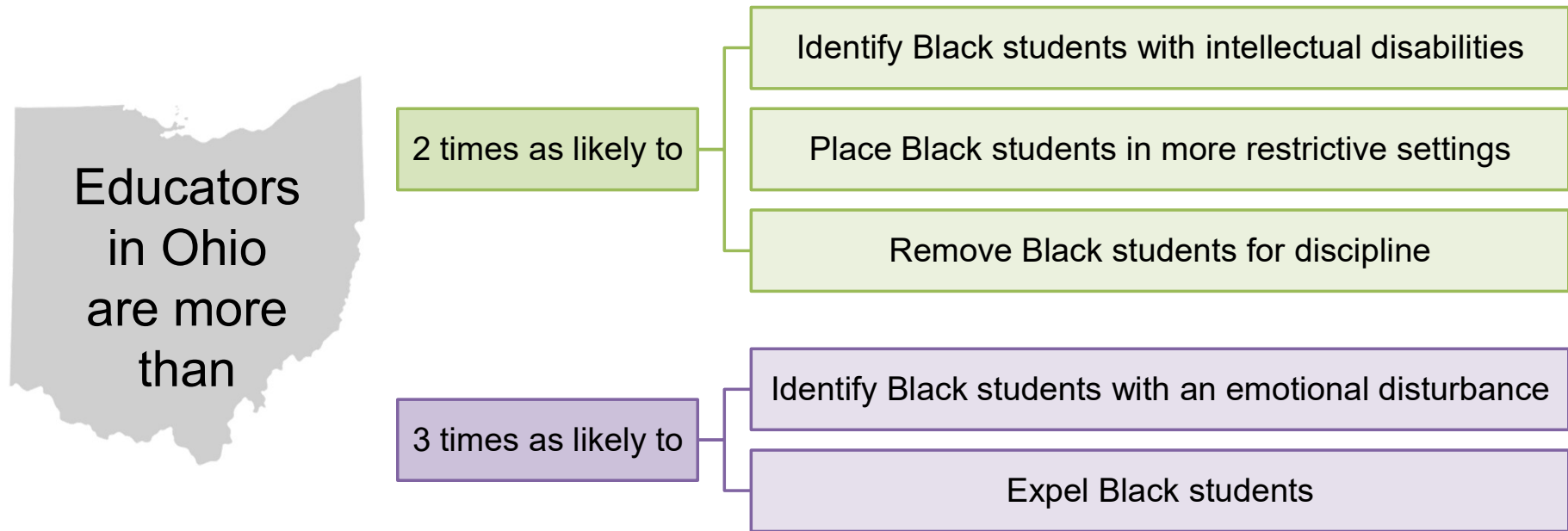
Total Disciplinary Removals Per 100 SWD Ages 3-21
2017-2018



A disciplinary removal is defined as any instance in which a child with a disability is removed from his/her educational placement for disciplinary purposes, including in-school suspension, out-of-school suspension, expulsion, removal by school personnel to an interim alternative educational setting, and removal by hearing officer for likely injury to the child or others.

Source: [OSEP Fast Facts](#)

Racial and Ethnic Disparities in Ohio



Black students make up 15% of enrollment,
but 44% of out-of-school suspensions

Goal



**To promote equity by
identifying and
addressing
significant
disproportionality**

Categories of Analysis

Identification

All students ages 3-21

1. All Disabilities
2. Intellectual Disabilities
3. Specific Learning Disabilities
4. Emotional Disturbance
5. Speech or Language Impairments
6. Other Health Impairments
7. Autism

Placement

Students with disabilities ages 6-21

8. Inside a regular class for less than 40 percent of the day
9. Inside separate schools or residential facilities

Discipline

Students with disabilities ages 3-21

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

Racial and Ethnic Groups

Calculations cover seven racial/ethnic categories:

1) American Indian or Alaskan Native

2) Asian

3) Black or African American

4) Hispanic or Latino

5) Multiracial (two or more races)

6) Native Hawaiian or Other Pacific Islander

7) White

How is Significant Disproportionality Calculated?

Set a risk ratio threshold

Calculate risk for racial group

Calculate risk for comparison group

Calculate risk ratio

Use three consecutive years of data

Apply reasonable progress calculation

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...)

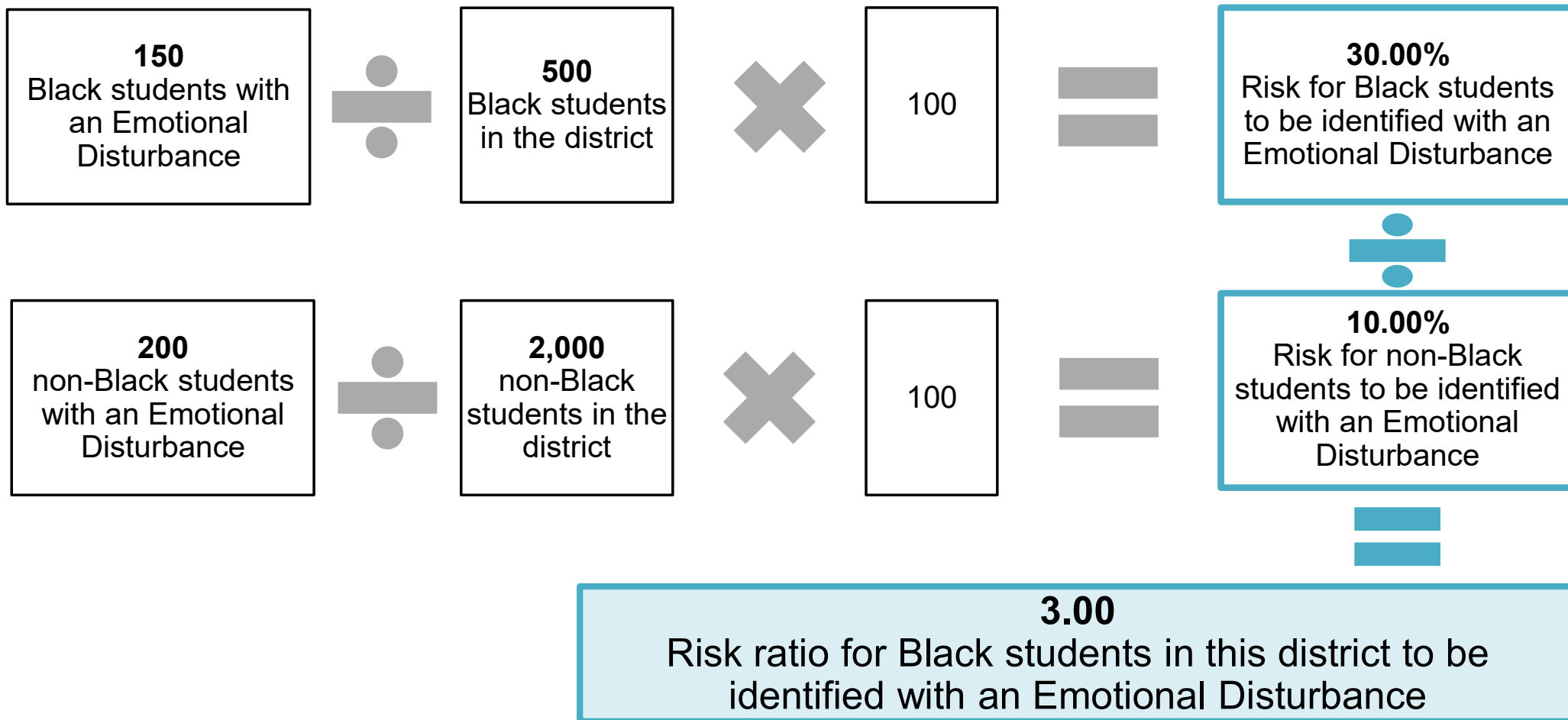
What is a risk ratio threshold?

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**

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**?

Alternate Risk Ratio

Identification Category	State Non-White Students with Disabilities	State Non-White Enrollment	State Non-White Risk*
All Disabilities	89,632.66	536,679.21	16.70%
Specific Learning Disabilities	34,468.30	536,679.21	6.42%
Other Health Impairment-Minor	16,127.87	536,679.21	3.00%
Autism	8,617.93	536,679.21	1.60%
Speech-Language Impairments	8,143.63	536,679.21	1.51%
Intellectual Disability	7,995.29	536,679.21	1.49%
Emotional Disturbance	7,268.47	536,679.21	1.35%

Three Consecutive Years of Data

Districts with risk ratios greater than 2.50 for three consecutive years in the same category will be identified with significant disproportionality.



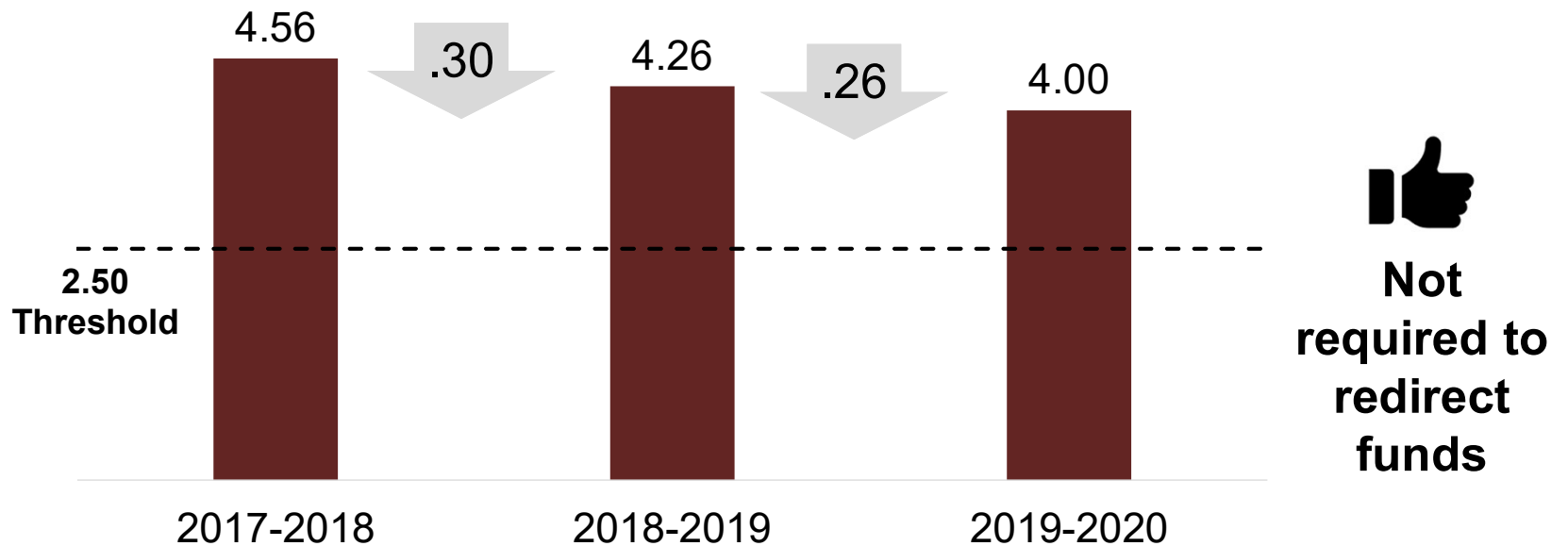
2017-2018

2018-2019

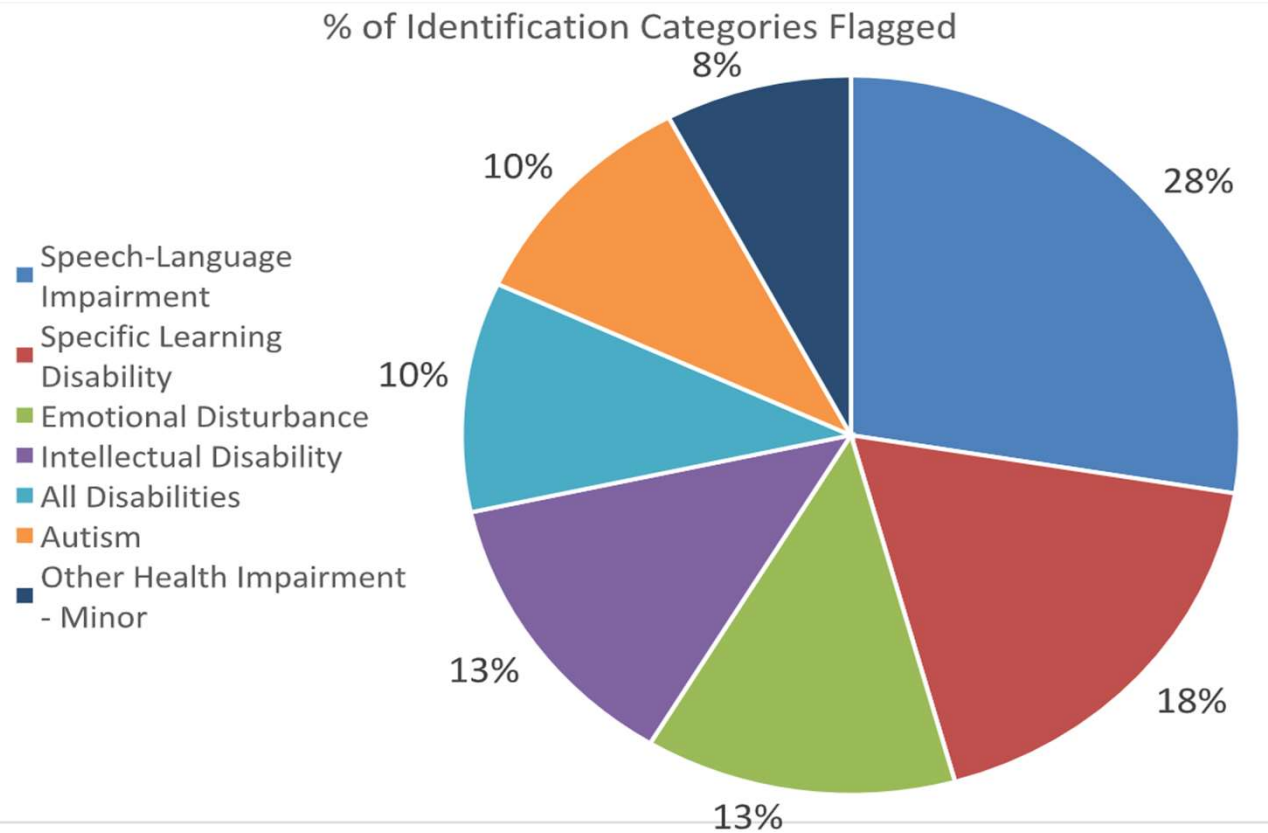
2019-2020

Reasonable Progress

States need not identify a district with significant disproportionality if the district is making reasonable progress in lowering risk ratios.



The Concern



More data

- 32 LEAs flagged (31 traditional districts, 1 community school)
- All LEAS flagged were for white students
- 31/32 were flagged using the Alternate Risk Ratio
- SST regions 1,6, 12 have 6 flagged for disproportionality
- SST Region 7 has 4 flagged for disproportionality

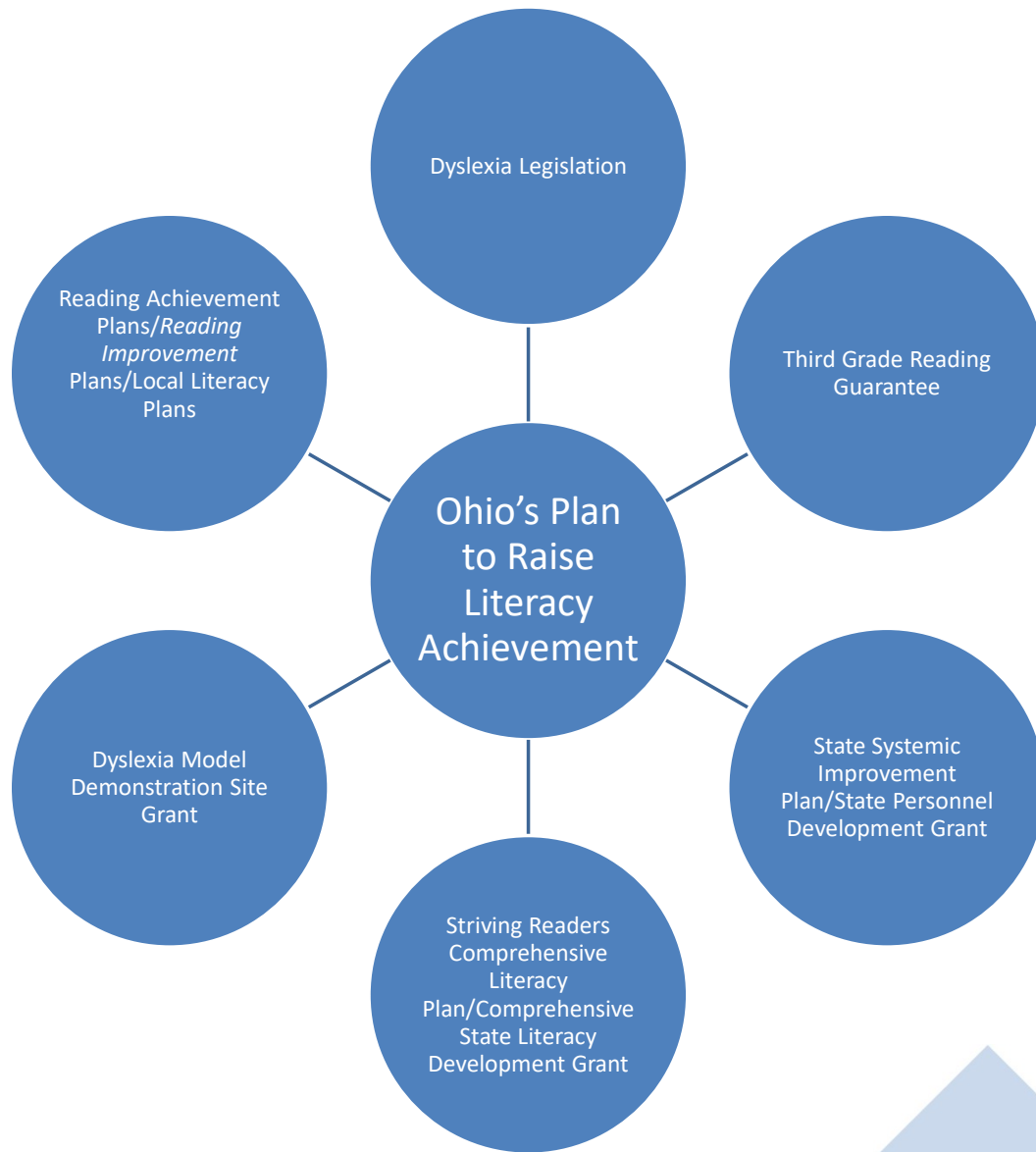
The Questions to Ask

- Are we overidentifying?
- Are we under identifying?
- What's it mean to have a disability?
- What's it mean to have a Developmental Delay /v/ a delay in development?
- What does a standard score mean? Not mean?
- What's the purpose of an evaluation and the ETR?
- What role can each of you play?

Dyslexia Legislation



Spring 2021

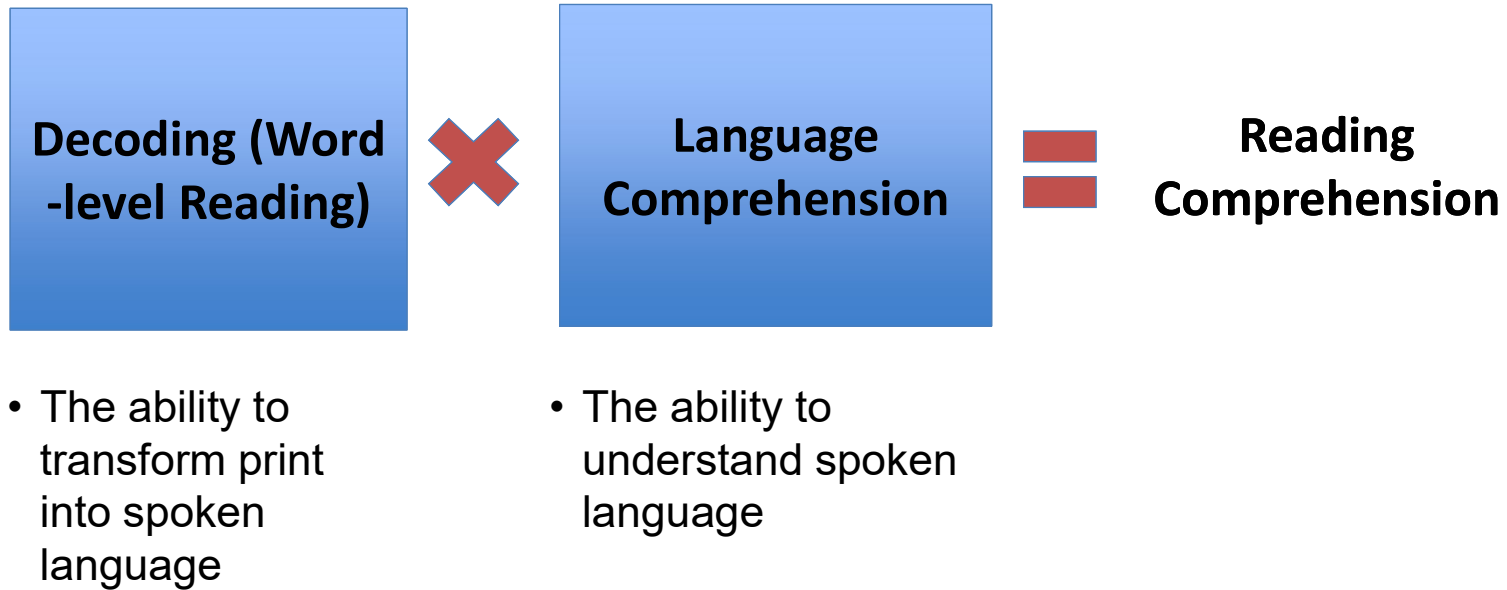


Literacy in Ohio



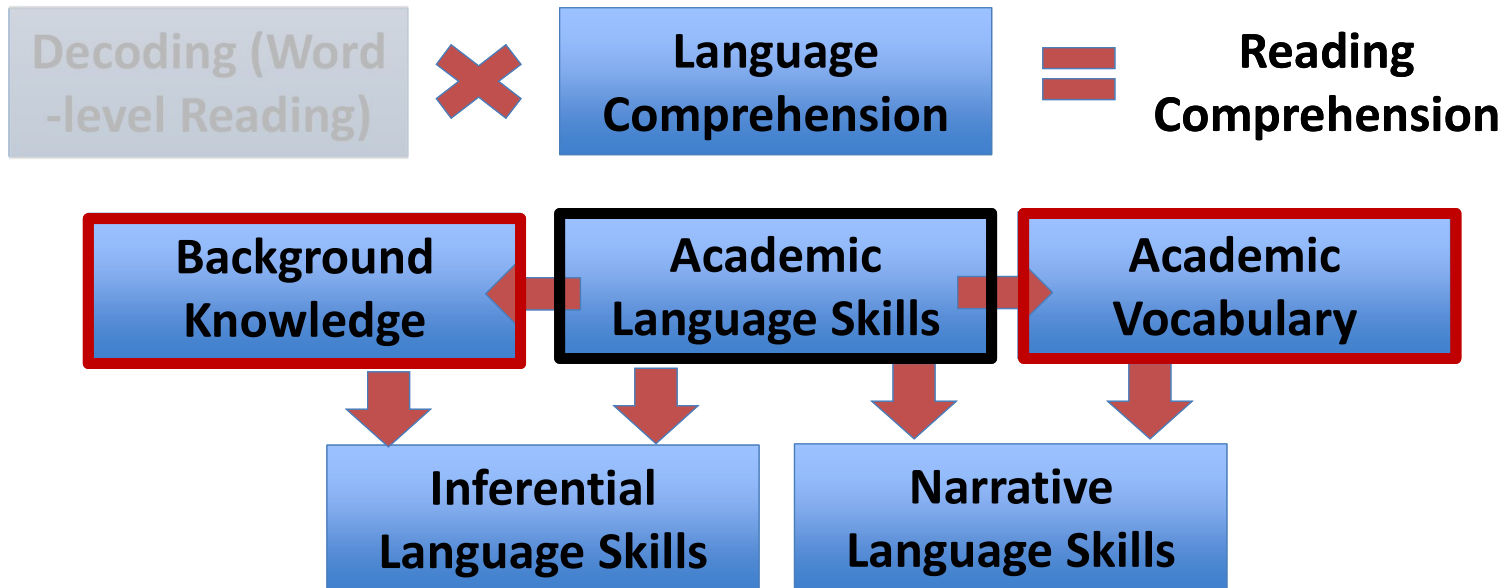
The screenshot shows the 'Literacy Ohio' website. At the top is a navigation bar with links for ADMINISTRATORS, TEACHERS, PARENTS, TOPICS, HOW DO I?, ABOUT, MEDIA, BLOG, and CONTACT. Below this is the 'LITERACY Ohio' logo. A breadcrumb trail reads 'Home > Learning in Ohio > Literacy'. A paragraph states: 'The Ohio Department of Education aims to increase student achievement through improving language and literacy outcomes for all students. A successful language and literacy framework is built on five interrelated components—teacher capacity, shared leadership, multi-tiered systems of support, parent partnerships and community collaboration.' Below this are two links: 'Ohio's Plan to Raise Literacy Achievement - Report' and 'Ohio's Plan to Raise Literacy Achievement - Appendices', each with a corresponding document cover image. At the bottom is a grid of five program tiles: 'Dyslexia Supports' (red), 'Reading Achievement Plans' (yellow), 'Third Grade Reading Guarantee' (red), 'Striving Readers Literacy Grant' (blue), and 'Comprehensive Literacy State Development Grant' (green). A sixth tile, 'Literacy Academy' (dark blue), is partially visible on the right.

Simple View of Reading



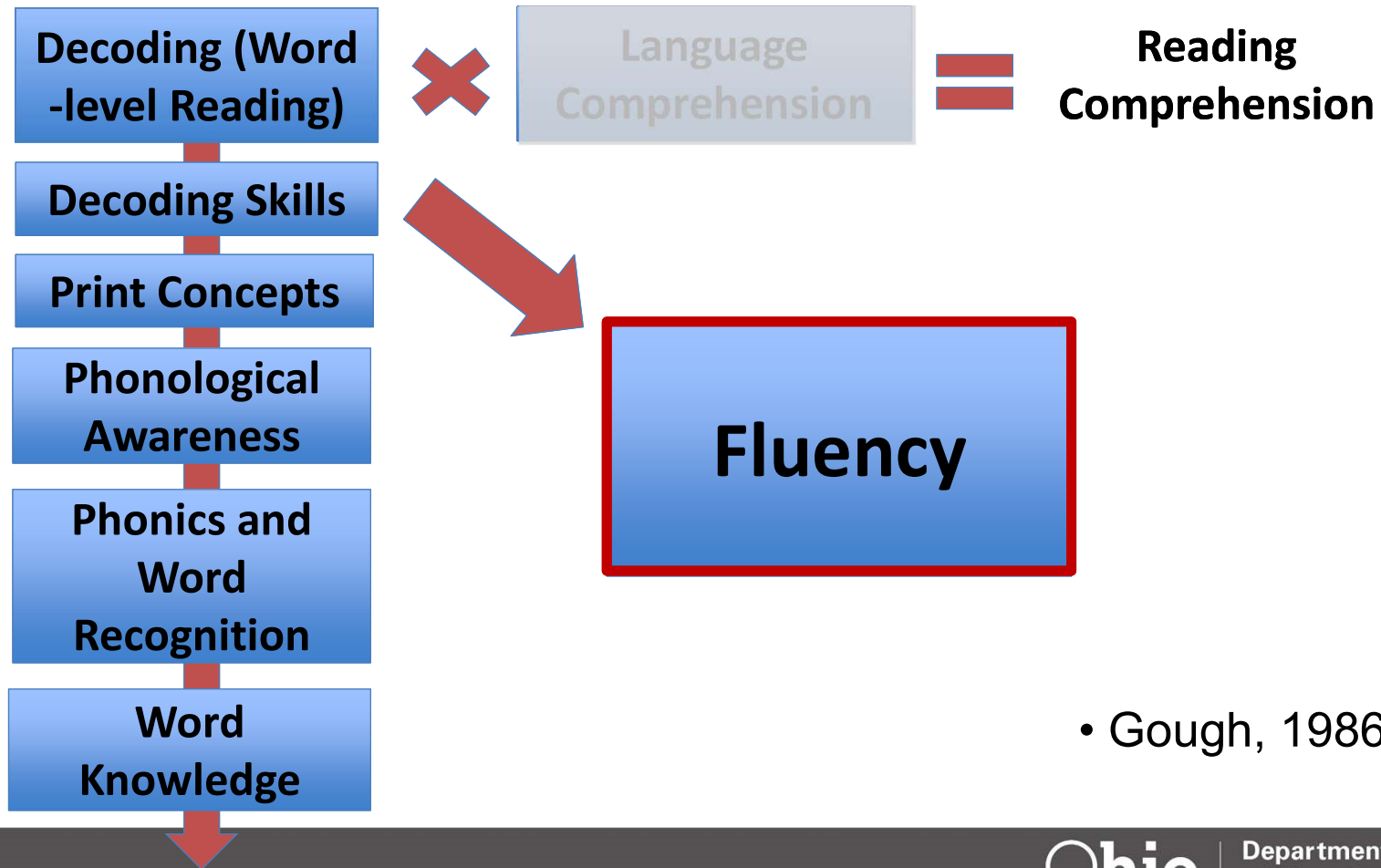
• Gough, 1986

Simple View of Reading



• Gough, 1986

Simple View of Reading



• Gough, 1986

Dyslexia Laws

3319.077

- Professional Development Requirements

3319.078

- Multi-sensory structured literacy certification process

3323.25

- Appropriate certification
- Ohio Dyslexia Committee and tasks
- Dyslexia Guidebook

3323.251

- Tier 1 & 2 screening
- Risk ID & progress monitoring
- Parent notification of results & information
- Multidisciplinary team

Section 3319.077. Professional Development Requirements

- ODE maintains a list of courses that fulfill the professional development requirements
- The Ohio dyslexia committee shall prescribe a total number of clock hours of instruction in approved courses for a teacher to complete to satisfy the professional development requirements
- Not later than the beginning of the 2023-2024 school year, K-1 teachers and special education teachers will complete an approved professional development course
 - Not later than the beginning of the 2024-2025 school year for 2-3 teachers
 - Not later than the beginning of 2025-2026 school year for 4-12 teachers

Section 3319.078. Multi-sensory Structured Literacy Certification Process

- Beginning in the 2022-2023 school year, each school district shall establish a multi-sensory structured literacy certification process for K-3 teachers.
 - Each process shall align with the guidebook

Section 3323.25. Definitions

- Dyslexia
- Appropriate certification

Section 3323.251

- Tier one dyslexia screening measure
- Risk identification and parent notification
- Monitoring progress

Section 3323.251. cont

- Reporting data results to parents and provide information
- Tier two dyslexia screening measure
- Multidisciplinary team

Dyslexia Inbox

dyslexia@education.ohio.gov

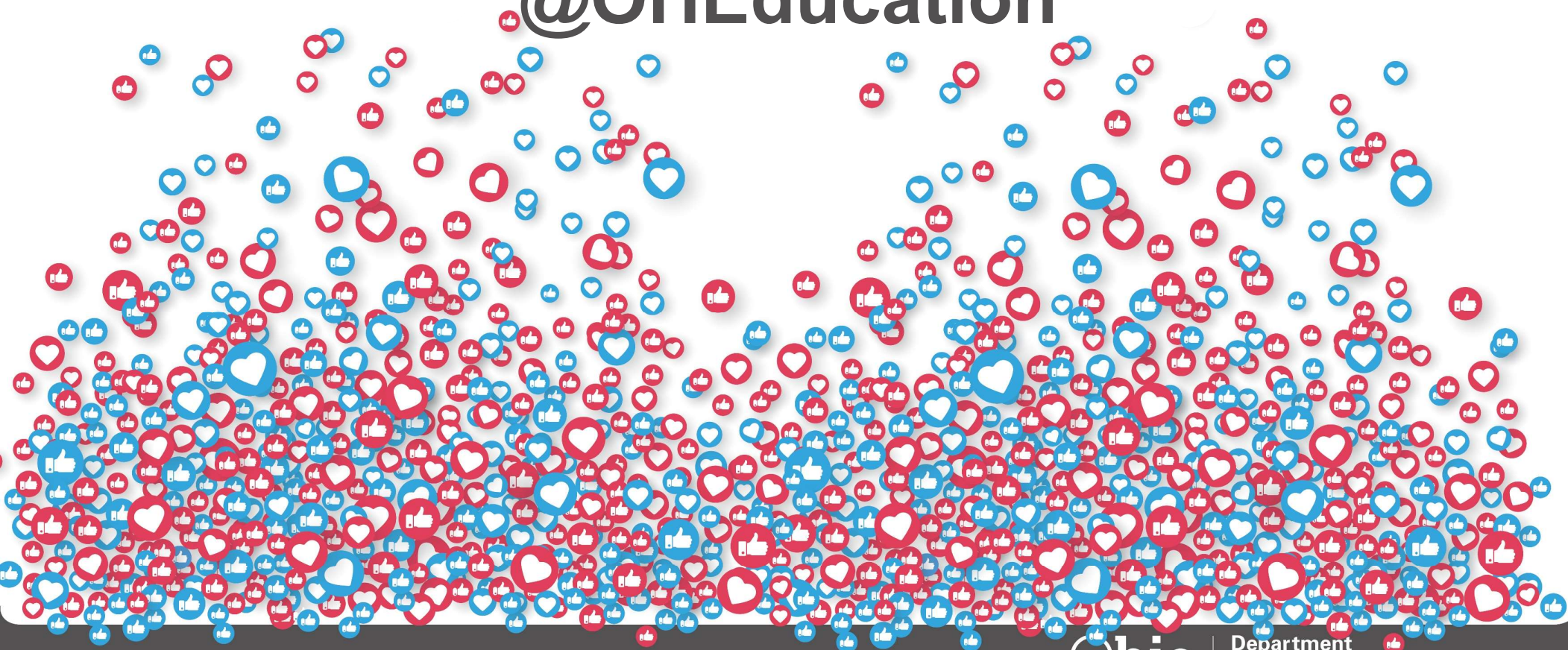


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Ohio

Department
of Education