



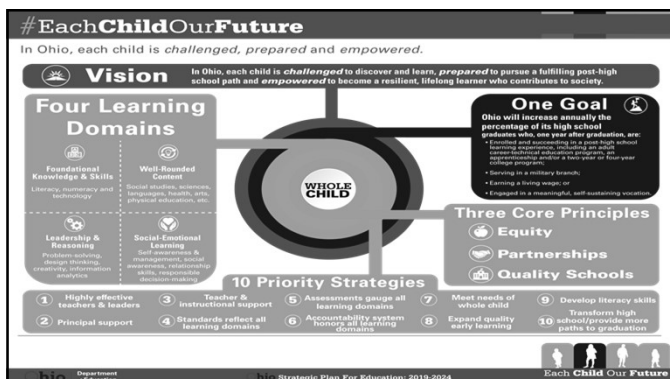
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Learning Objectives

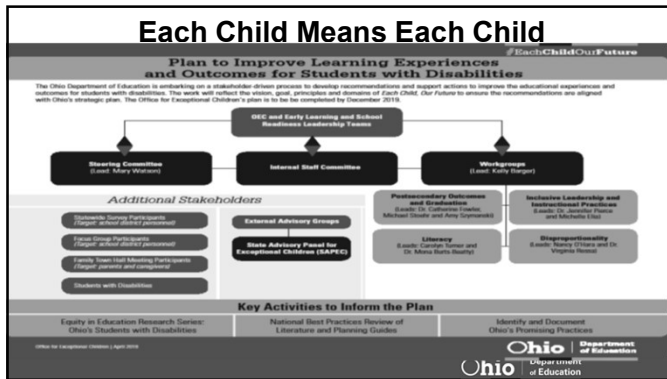
The learner will be updated by the Ohio Department of Education, Office for Exceptional Children on:

- *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.

2



3



4

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

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5

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

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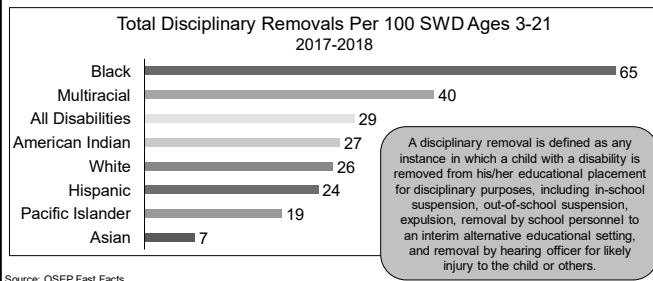
6

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

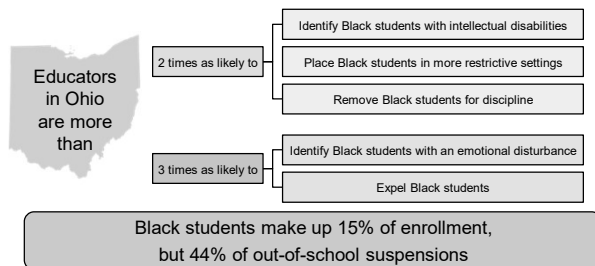
7

National Racial and Ethnic Disparities in Discipline



8

Racial and Ethnic Disparities in Ohio



9

Goal



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

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10

Categories of Analysis

| Identification | Placement | Discipline |
|---|---|---|
| All students ages 3-21 | Students with disabilities ages 6-21 | Students with disabilities 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 | 8. Inside a regular class for less than 40 percent of the day 9. Inside separate schools or residential facilities | 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 |

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11

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

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12

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

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13

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...) |

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14

What is a risk ratio threshold?

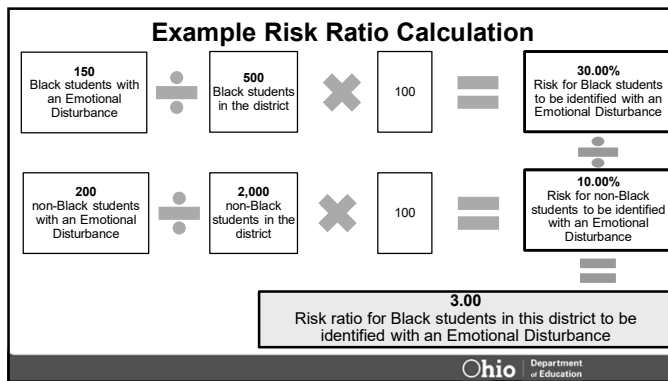
The level above which disproportionality is considered *significant*

Determined by each state, with input from stakeholders

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

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15



16

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?

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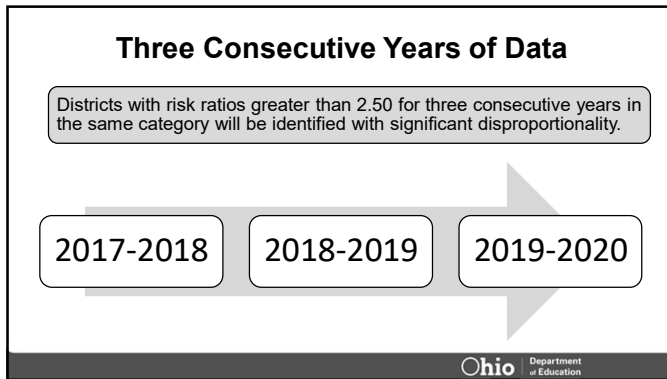
17

Alternate Risk Ratio

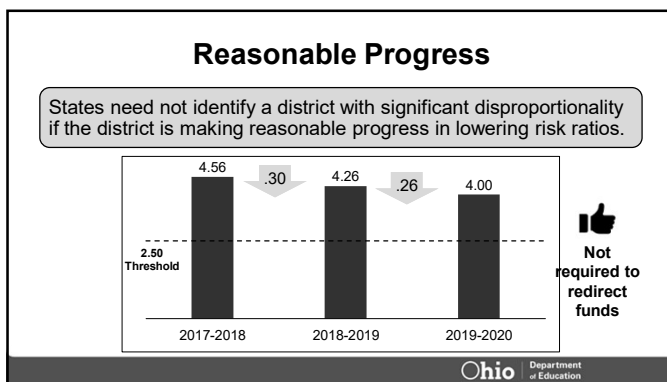
| Identification Category | State Non-White Students with Disabilities | State Non-White Enrollment | State Non-White Risk* |
|--------------------------------|--|----------------------------|-----------------------|
| All Disabilities | 89,632.66 | 536,679.21 | 16.70% |
| Specific Learning Disabilities | 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% |

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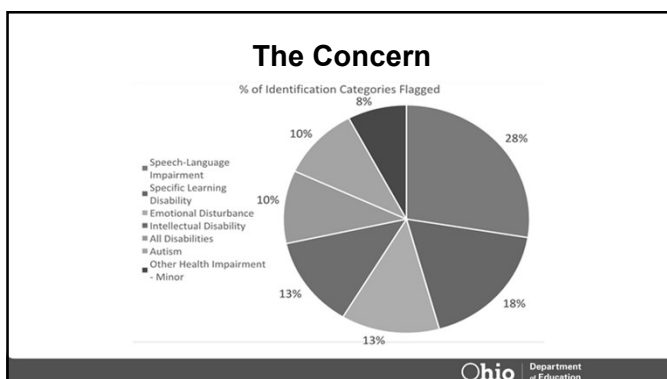
18



19



20



21

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

22

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?

23

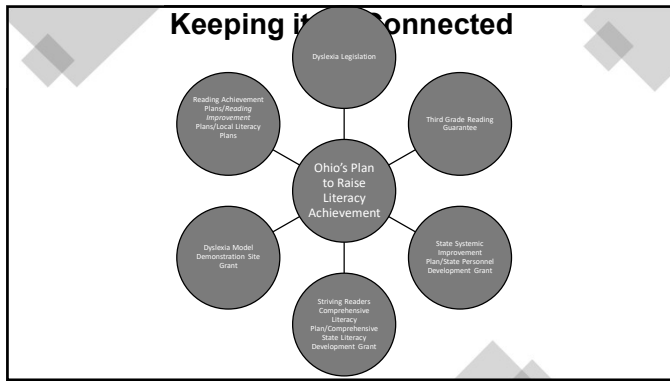
Dyslexia Legislation

#EachChildOurFuture



Spring 2021

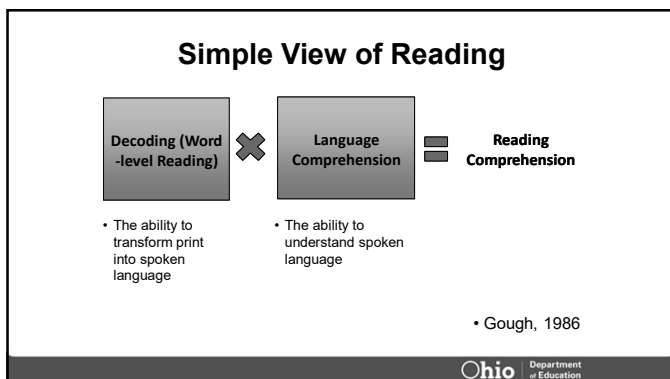
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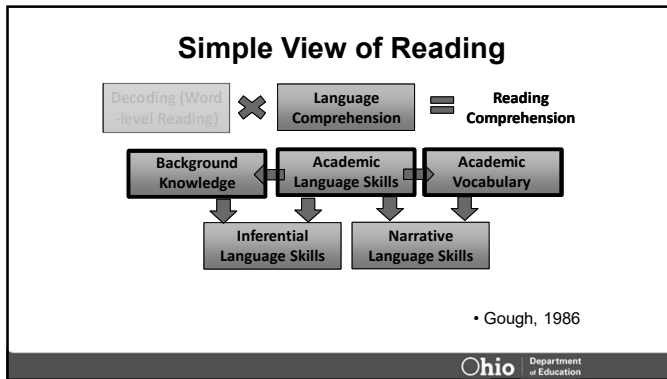
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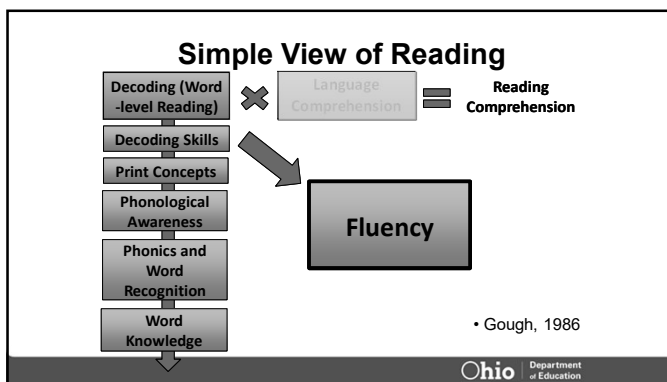
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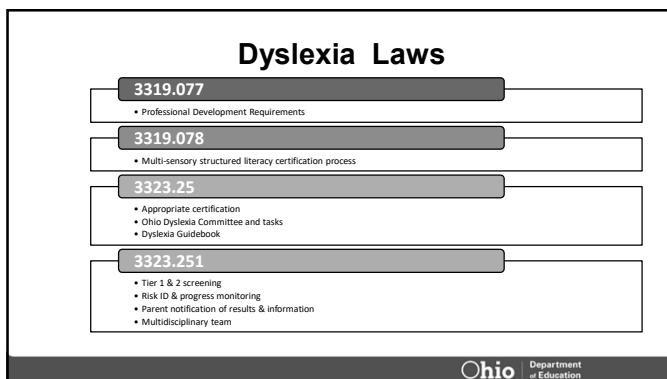
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28



29



30

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

31

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

32

Section 3323.25. Definitions

- Dyslexia
- Appropriate certification

33

Section 3323.251

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

34

Section 3323.251. cont


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

35

Dyslexia Inbox


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36








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37



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38
