

#EachChildOurFuture

Updates from the Office for Exceptional Children



OSPA Spring Conference 2021

Ohio Department of Education

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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.

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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, numeracy and technology
- Well-Rounded Content**: Social studies, sciences, languages, health, arts, physical education, etc.
- Leadership & Reasoning**: Problem-solving, design thinking, creativity, information literacy
- Social-Emotional Learning**: Self-awareness & emotional regulation, 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 matriculating in a post-high school program
- Earning a postsecondary credential and career-relevant education/training and college enrollment
- 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 Department of Education Strategic Plan for Education: 2019-2024

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Each Child Means Each Child

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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, goals, 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.

Stakeholder Groups

- OSDE and Early Learning and School Readiness Leadership Teams**
- Steering Committee** (Lead: Mary Winters)
- Internal Staff Committee**
- Workgroups** (Lead: Kelly Torgler)
 - Professionalism, Success and Graduation** (Lead: Dr. Catherine Hoover, Michael Steele and Amy Combs)
 - Inclusive Leadership and Instructional Practices** (Lead: Dr. Jennifer Pickett and Michelle Eide)
 - Equity** (Lead: Candice Turner and Dr. Mary Early Stuard)
 - Disproportionality** (Lead: Kelly Torgler and Dr. Angela Rouse)

Additional Stakeholders

- Statewide County Early Learning (Report: School district partnership)
- Local County Participants (Report: school district partnership)
- Family Youth and Community Partners (Report: parent and community)
- Students with Disabilities

Key Activities to Inform the Plan

- Equity in Education Research Series: Ohio's Students with Disabilities
- National Best Practices Review of Literacy and Planning Guides
- Identify and Document Ohio's Promising Practices

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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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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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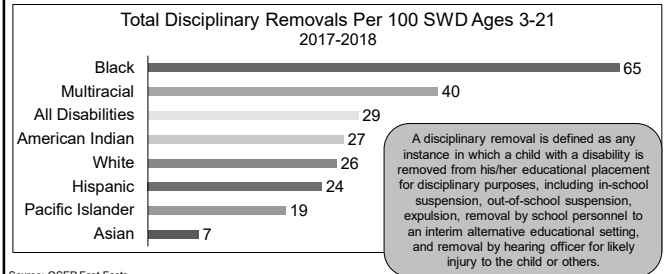
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Changes to Federal Significant Disproportionality Regulations

- 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

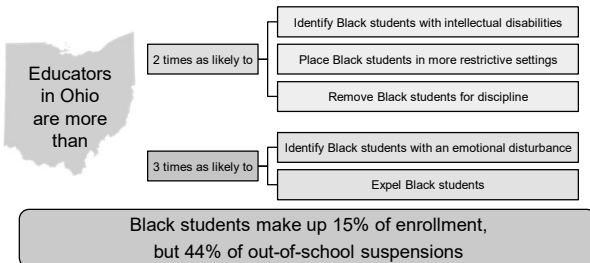
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National Racial and Ethnic Disparities in Discipline



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Racial and Ethnic Disparities in Ohio



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Goal



To promote equity by identifying and addressing significant disproportionality

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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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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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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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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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What is a risk ratio threshold?

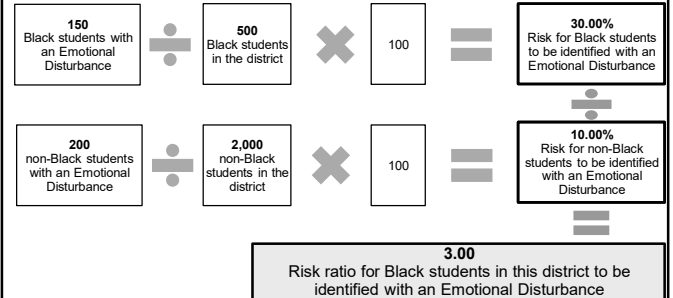
The level above which disproportionality is considered *significant*

Determined by each state, with input from stakeholders

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

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Example Risk Ratio Calculation



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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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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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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

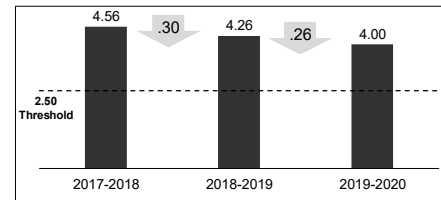
2019-2020

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Reasonable Progress

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

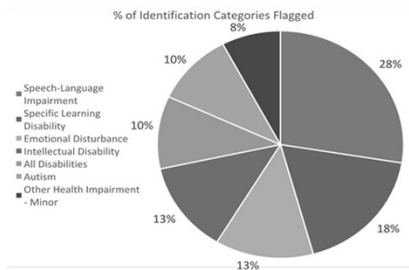


Not required to redirect funds

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The Concern



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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

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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?

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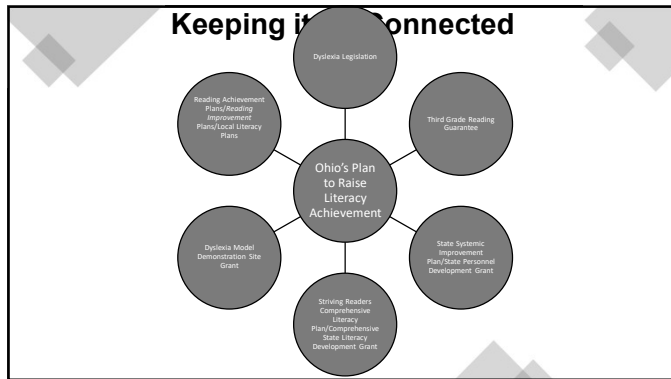
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Dyslexia Legislation

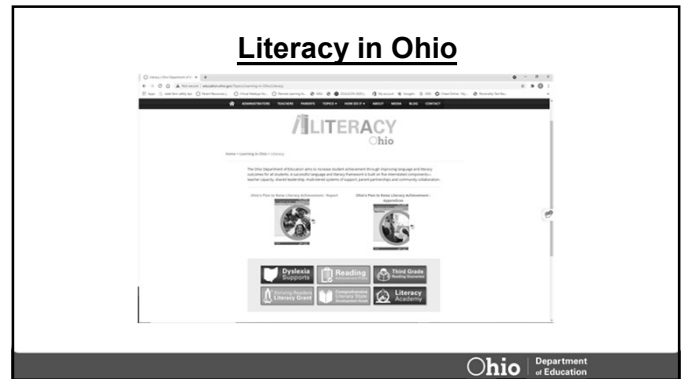
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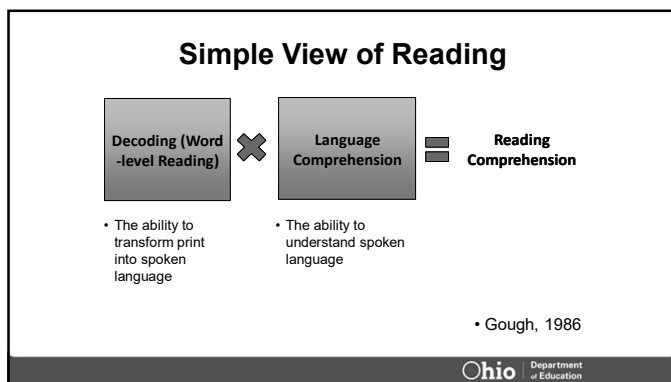
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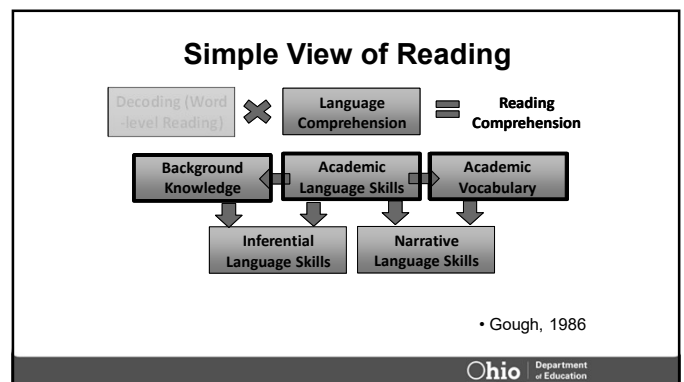
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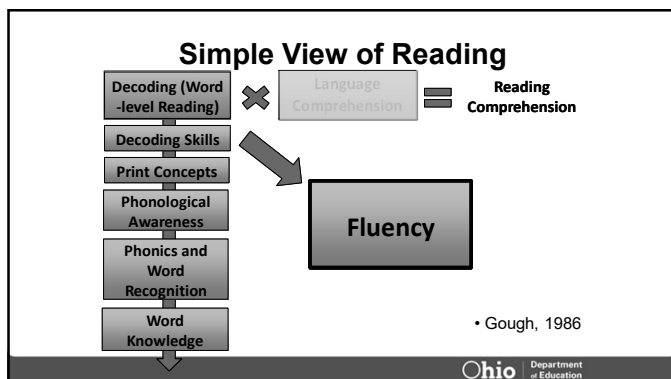
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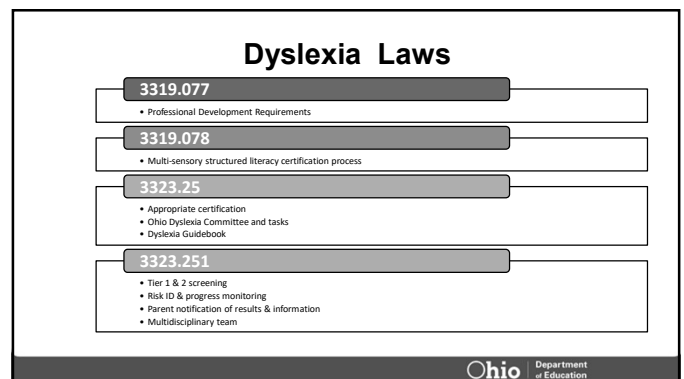
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Section 3319.077. Professional Development Requirements

- 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

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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

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Section 3323.25. Definitions

- Dyslexia
- Appropriate certification

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Section 3323.251

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

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Section 3323.251. cont

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

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Dyslexia Inbox


dyslexia@education.ohio.gov

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

Contact Information

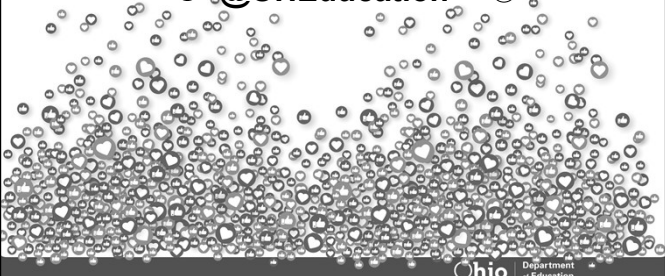
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