


#EachChildOurFuture

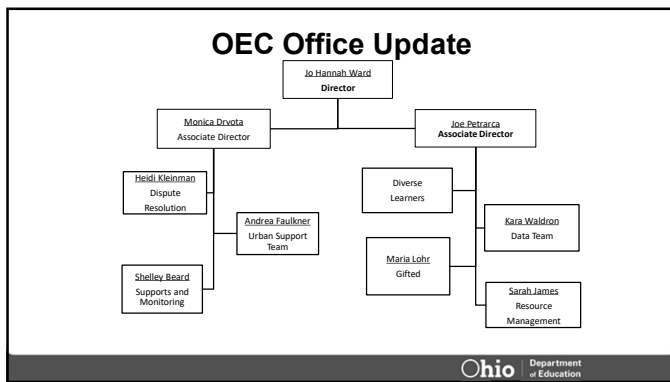
Updates from the Office for Exceptional Children



Joseph Petrarca, Associate Director
Bernadette Laughlin, Education Program Specialist

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Reset-Restart

Guidance from [ODE](#)

Guidance from [OEC](#)

Guidance from [Gifted](#)

[Telehealth Guidelines](#)



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Rules Updates, Part 1

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.
- The rules were posted for public comment from June 15, 2020 until July 31, 2020.

<http://education.ohio.gov/About/Ohio-Administrative-Code-OAC-Rule-Comments>

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Rules Updates, Part 2

Ohio Administrative Code Rule 3301-35-15 Standards for the Implementation of Positive Behavior Intervention Supports and the Use of Restraint and Seclusion.

- The rule addresses the requirements and training of positive behavioral interventions and supports (PBIS) and the use of restraint and seclusion pursuant to Ohio Revised Code 3319.237 and 3319.46.
- New sections have been added to provide for additional definitions
- Professional development requirements for the implementation of positive behavioral interventions and supports,
- Accounts for students with multiple incidents of restraint and/or seclusion,
- Provision for a restraint and seclusion complaint process for parents who believe a school district has violated certain provisions of the rule.

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Rules Updates, Part 3

• Ohio Administrative Code Rule 3301-51-20, Admission, transfer, suspension, and expulsion standard for the Ohio state schools for the blind and deaf

- Stakeholder meetings October 2020
- Public comment period
 - November 16, 2020 - December 15, 2020

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Annual Special Education Determination

Each state receives an annual rating on its implementation of IDEA, known as its determination

Based on a combination of compliance data and student results data

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Determination Categories

- ① Meets Requirements
- ② Needs Assistance
- ③ Needs Intervention
- ④ Needs Substantial Intervention

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Determinations Indicators

Reading and Math Assessment

- 4th and 8th grade students with disabilities
- Participation in regular statewide assessments
- Scoring at basic or above on the National Assessment of Educational Progress
- Inclusion in the National Assessment of Educational Progress

Exiting

- Percentage of students with disabilities who dropped out
- Percentage of students with disabilities who graduated with a regular high school diploma

Compliance

- Discipline discrepancies (Indicator 4b)
- Identification for special education (Indicators 9 & 10)
- Timely initial evaluations (Indicator 11)
- IEP developed and implemented by third birthday (Indicator 12)
- Secondary transition planning (Indicator 13)
- Timely & Accurate Data
- Timely State Complaint Decisions
- Longstanding noncompliance

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How Determinations Indicators are Scored


Results	Compliance
State must fall within the top third of rank ordered states	Data are valid and reflect at least 95% compliance

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Ohio's 2020 Determination

- One of 33 states receiving *Needs Assistance*
- Previously 2 consecutive years of *Meets Requirements*
- Based on both procedural compliance scores and student results scores from the **18-19** school year



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Overall Scoring

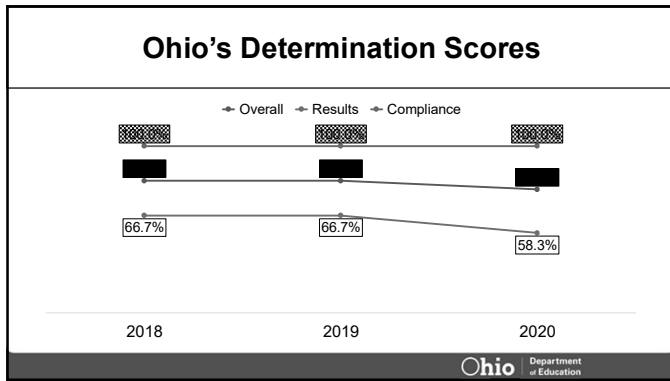
Ohio
2020 Part B Results-Driven Accountability Matrix

Results-Driven Accountability Percentage and Determination ¹	
Percentage (%)	Determination
79.17	Needs Assistance

Results and Compliance Overall Scoring			
	Total Points Available	Points Earned	Score (%)
Results	24	14	58.33
Compliance	20	20	100

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100% Compliance Score

Ohio has achieved 100% compliance score for 4 consecutive years!

Kudos to our school districts, community schools, ESCs, and SSTs!

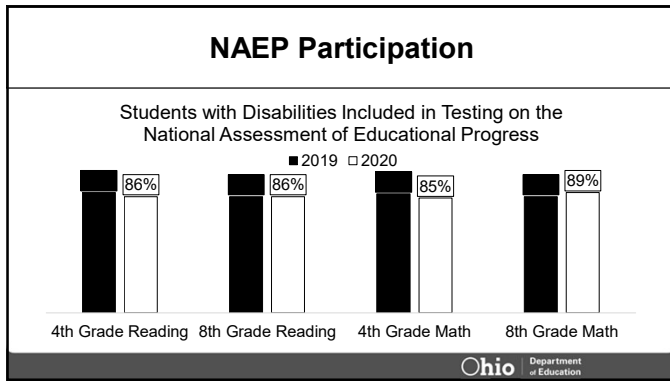
Thank you!

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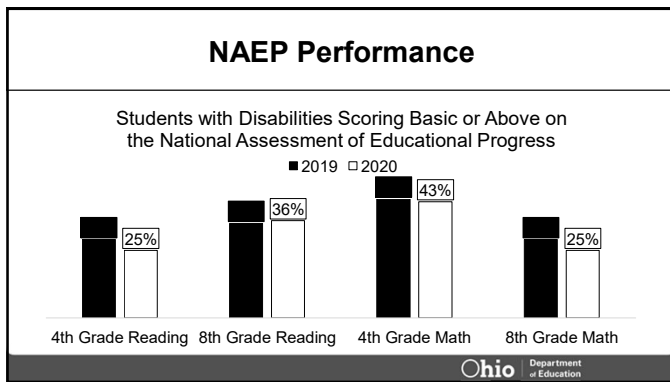
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Assessment

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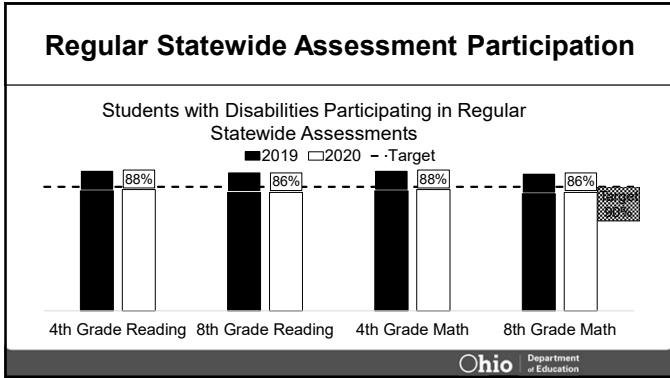
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A Note About the NAEP

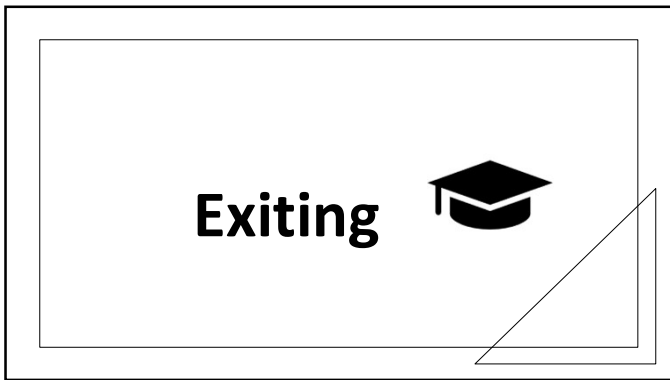
- 8 of 12 assessment measures
- About 100 public schools from each state participate
- About 60 students tested from each participating school

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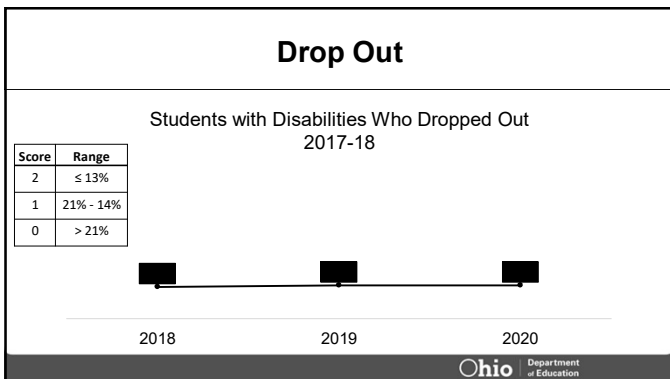
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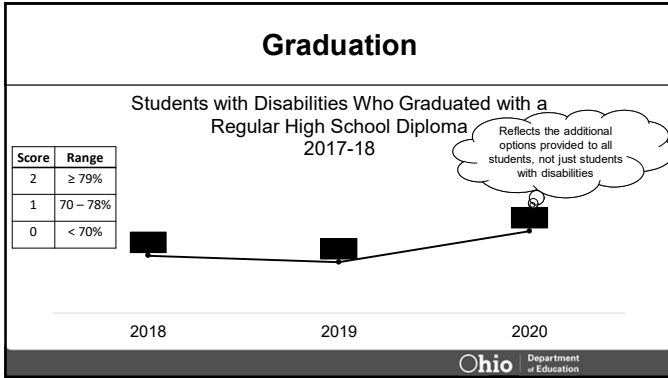
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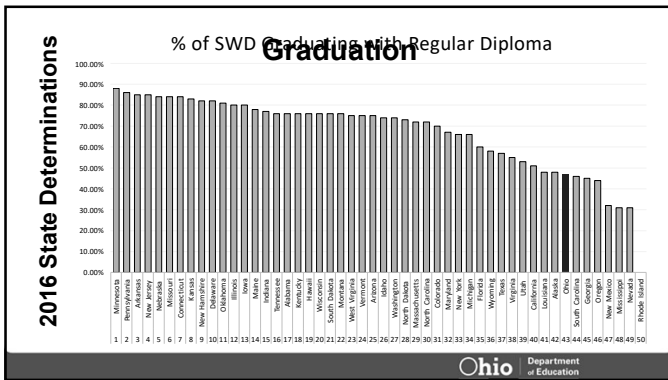
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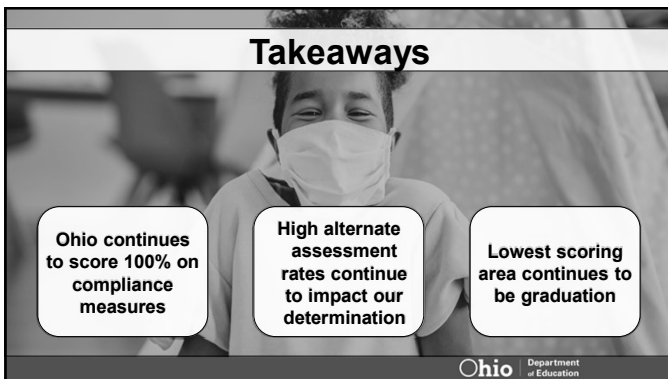
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Ohio's Special Education Ratings

- Local determinations known as *Special Education Ratings* in Ohio
- Based on same four categories as state determinations
- 2020 district ratings based on procedural compliance and student results data from the **18-19** school year



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2020 Ratings Include:

Performance on compliance indicators;

Timely correction of noncompliance;

Submission of valid, reliable and timely data;

IDEA-specific audit findings; and

Performance on results measures.

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2020 Compliance Indicators

Disproportionality in Identification for Special Education (Indicators 9 & 10)

Timely Initial Evaluations (Indicator 11)

IEP Developed & Implemented by Third Birthday (Indicator 12)

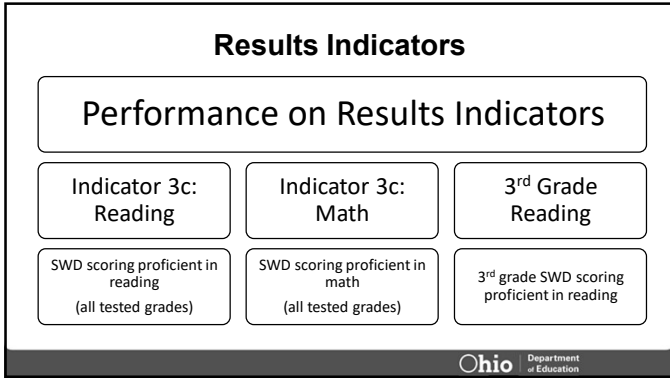
Secondary Transition Planning (Indicator 13)

Timely Correction on Noncompliance (Indicator 15)

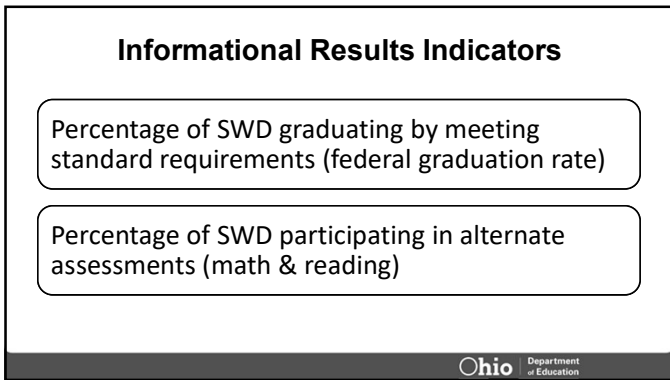
Timely & Accurate Data (Indicator 20)

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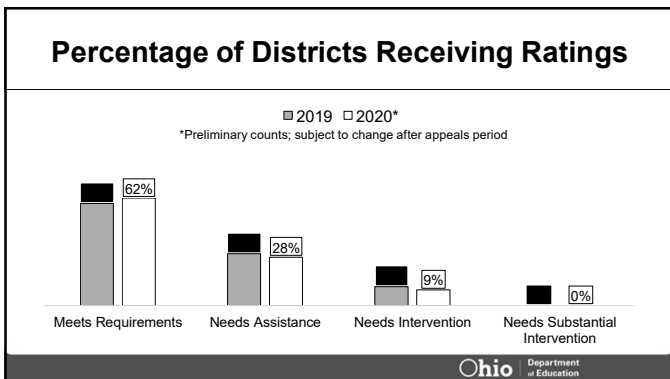
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Number of Districts Receiving Ratings

Rating	Number of Districts Overall Rating	
	2019	2020*
Meets Requirements	581	640
Needs Assistance	292	292
Needs Intervention	105	95
Needs Substantial Intervention	0	0

*Preliminary counts; subject to change after appeals period

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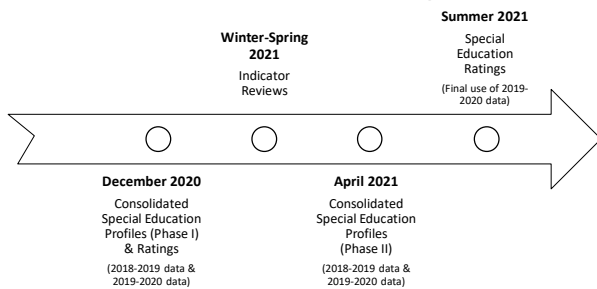
Reasons for Lower 2020 Ratings

Reason for not receiving "Meets Requirements" in 2020	Number of Districts*
Compliance indicators	2
Results indicators	326
Compliance & results indicators	59

*Preliminary counts; subject to change after appeals period

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Consolidated Profiles & Ratings Timeline



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Accessing Special Education Ratings

Districts access their Ratings & Profiles through the OH | ID Portal

Winton Woods City School District

Report's Menu

040001 User: matthew.loesch@education.ohio.gov

Special Education Profile

Report	Publication Date	Data Year
2018-19 Special Education Profile	12/5/2018	2017-18
2017-18 Special Education Profile		
2016-17 Special Education Profile		
2015-16 Special Education Profile		

Special Education Rating

Report	Publication Date	Data Year
2017-18 Special Education Rating	9/7/2018	2016-17
2012-16 Special Education Rating		
2016-17 Special Education Rating		
2013-16 Special Education Rating		
2014-17 Special Education Rating		

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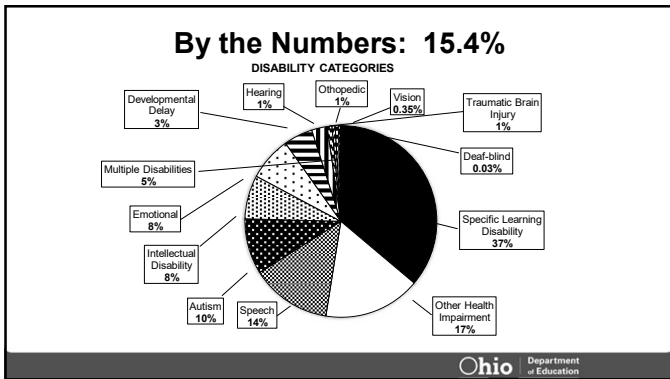
Questions?

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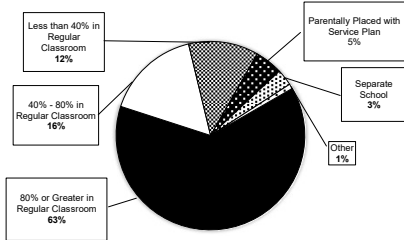
Ashley Rector
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School-Aged Children Receiving Services by Setting



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Disproportionality:

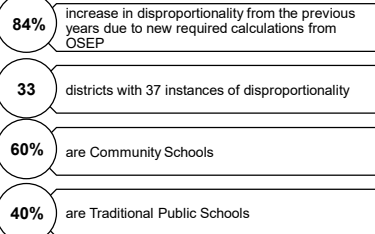
The overrepresentation of distinct student groups by ethnicity or race in special education.

Some student groups are disproportionately identified with certain disabilities, placed in separate classrooms or schools and often disciplined with removal from the classroom.

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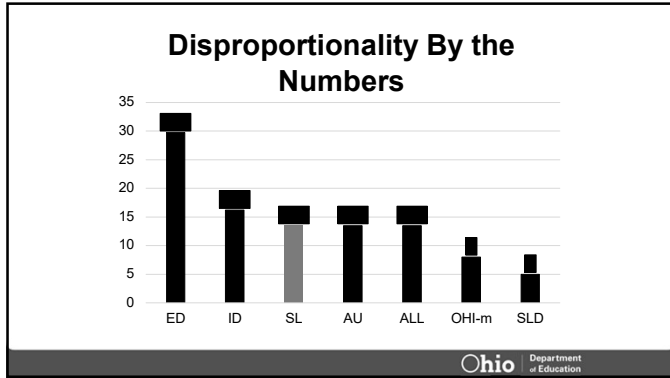
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Disproportionality by the Numbers



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Related Services Workgroup January 2018

Mandated by House Bill 49

"To improve the coordination of state, school and provider efforts to address the related services needs of students with disabilities."

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Mission Statement



To find solutions to the related services personnel shortage and present the findings to the legislators.

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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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Recommendations

- 1** Ensure special education services are adequately funded as part of the state funding formula.
- 2** Adopt and implement methods to improve the recruitment and retention of individuals in all related services professions.

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Recommendations

- 3** Create a full-time position at the Department of Education to oversee related services.
- 4** Conduct a review of the licensure structure currently used by the Department as it applies to related services personnel.


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Recommendations

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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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Related Services Webpage


Speech-Language Pathologist


Educational Audiologist


Physical Therapist


School Nurses


Occupational Therapist


School Psychologist



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#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.

One Goal

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

- Enrolled and attending in a post-high school learning experience, including an apprenticeship, college or workforce preparation program.
- Earning a living wage, or
- Engaged in a meaningful, self-sustaining endeavor.

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 analysis


Social-Emotional Learning
Self-awareness & management, social awareness, responsible decision-making

Three Core Principles

Equity


Partnerships

Quality Schools

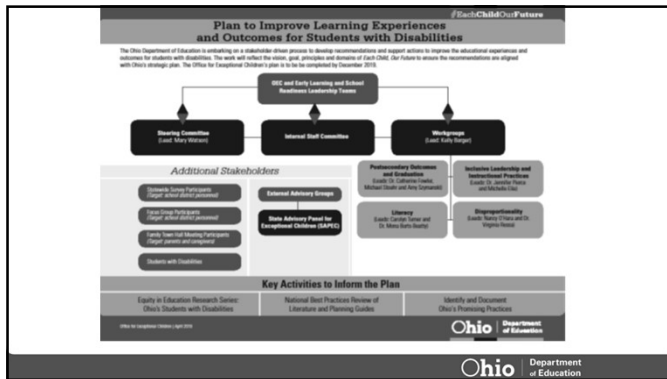


10 Priority Strategies

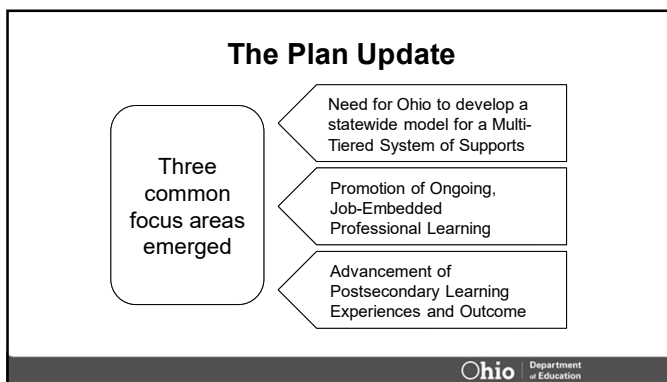
1. Highly effective teachers & leaders
2. Principal support
3. Teacher & instructional support
4. Standards reflect all learning domains
5. Assessments gauge all learning domains
6. Assessment system honors all learning domains
7. Meet needs of whole child
8. Expand quality early learning
9. Develop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



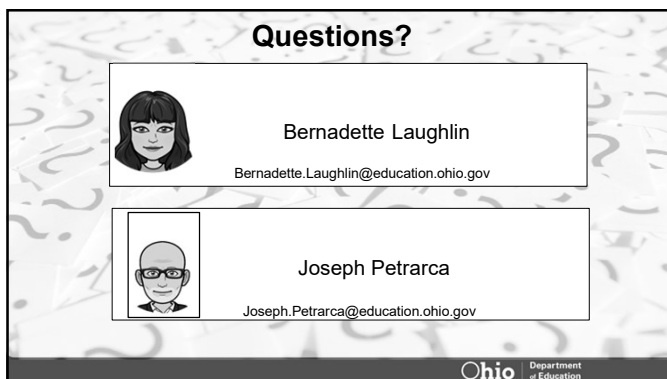
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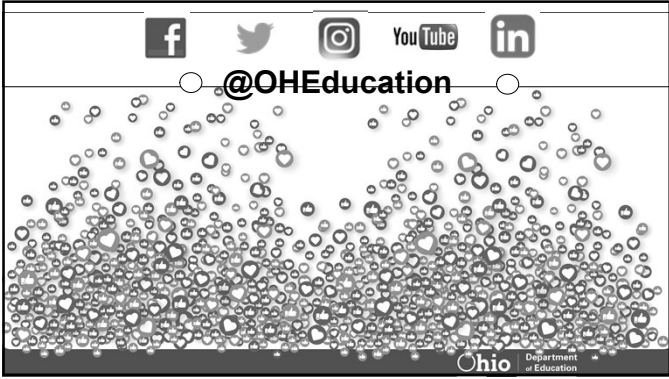
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