

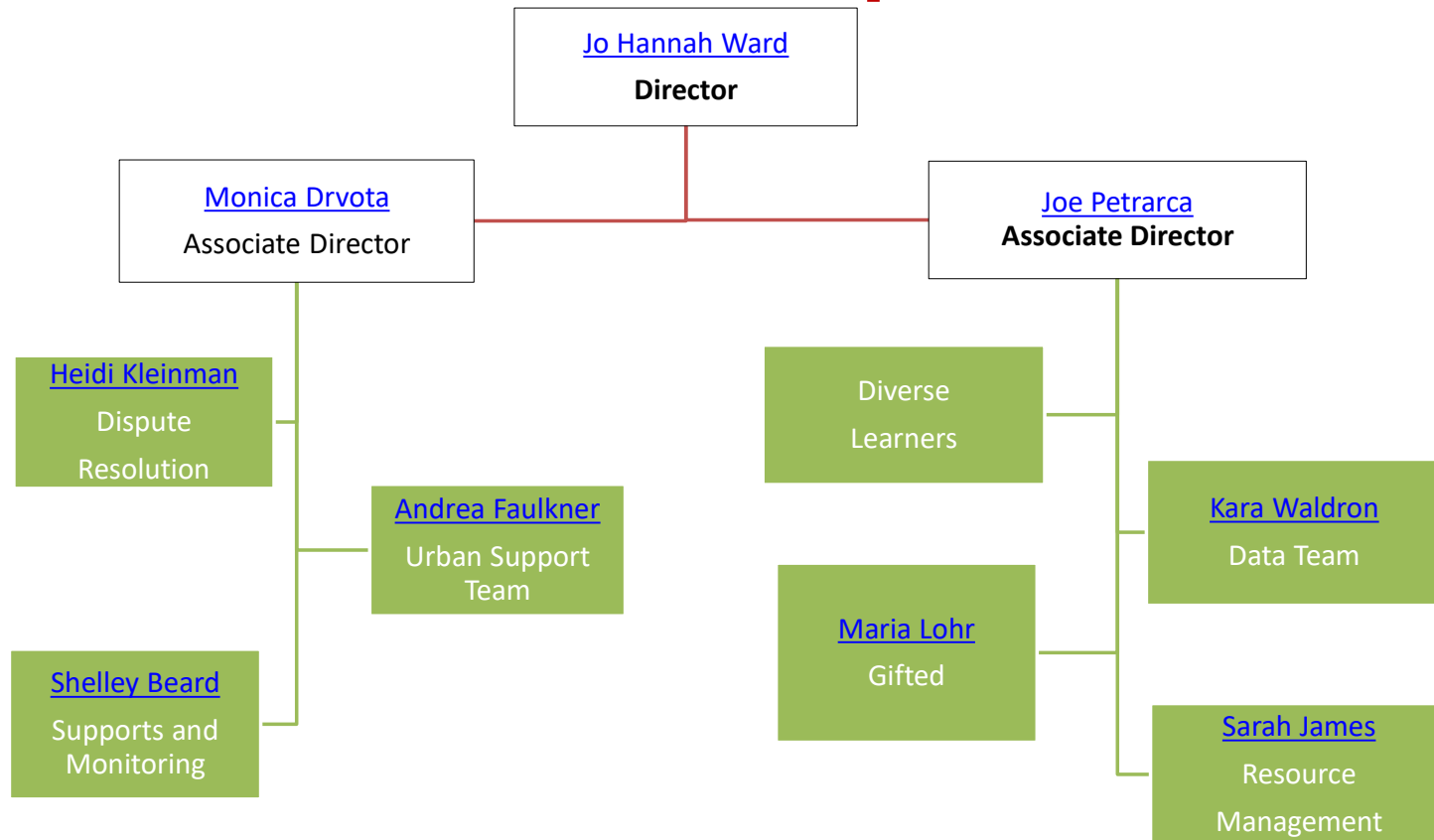
Updates from the Office for Exceptional Children



Joseph Petrarca, Associate Director

Bernadette Laughlin, Education Program Specialist

OEC Office Update



Reset-Restart

Guidance from [ODE](#)

Guidance from [OEC](#)

Guidance from [Gifted](#)

[Telehealth Guidelines](#)



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>

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.

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

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

Determination Categories

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

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

How Determinations Indicators are Scored

Results

State must fall within the top third of rank ordered states

Compliance

Data are valid and reflect at least 95% compliance

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



Overall Scoring

Ohio

2020 Part B Results-Driven Accountability Matrix

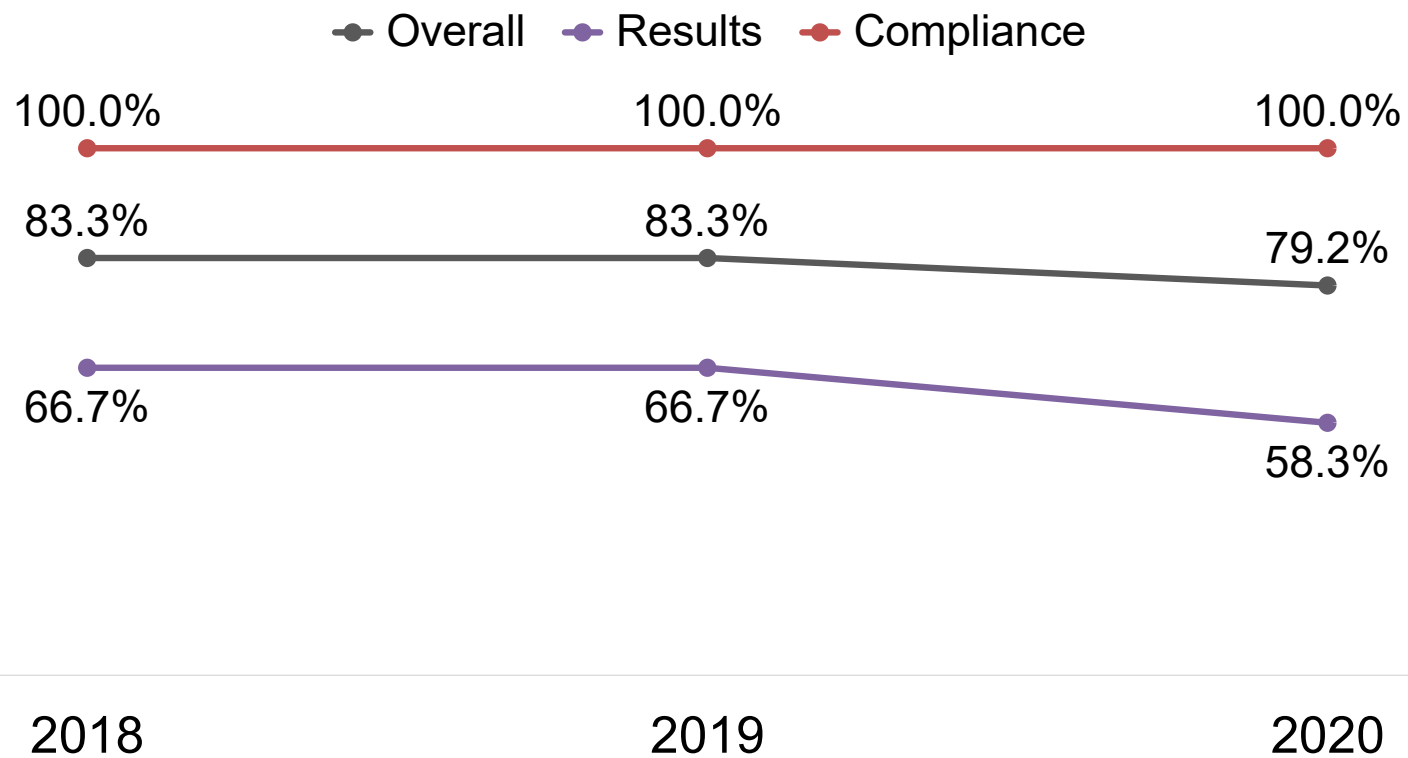
Results-Driven Accountability Percentage and Determination¹

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

Ohio's Determination Scores



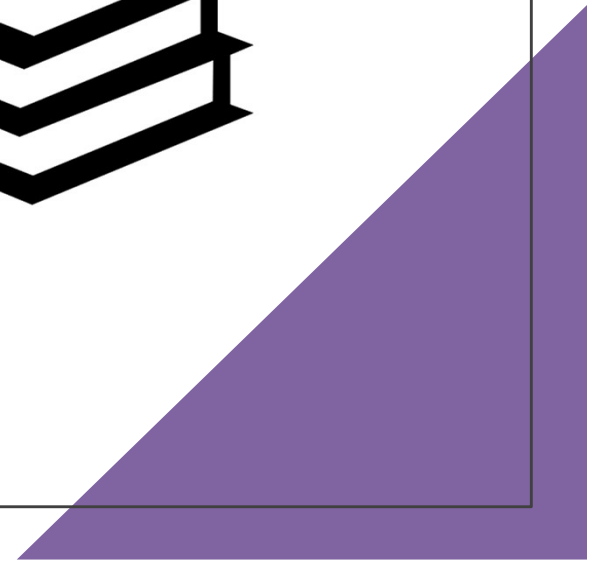
100% Compliance Score

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

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

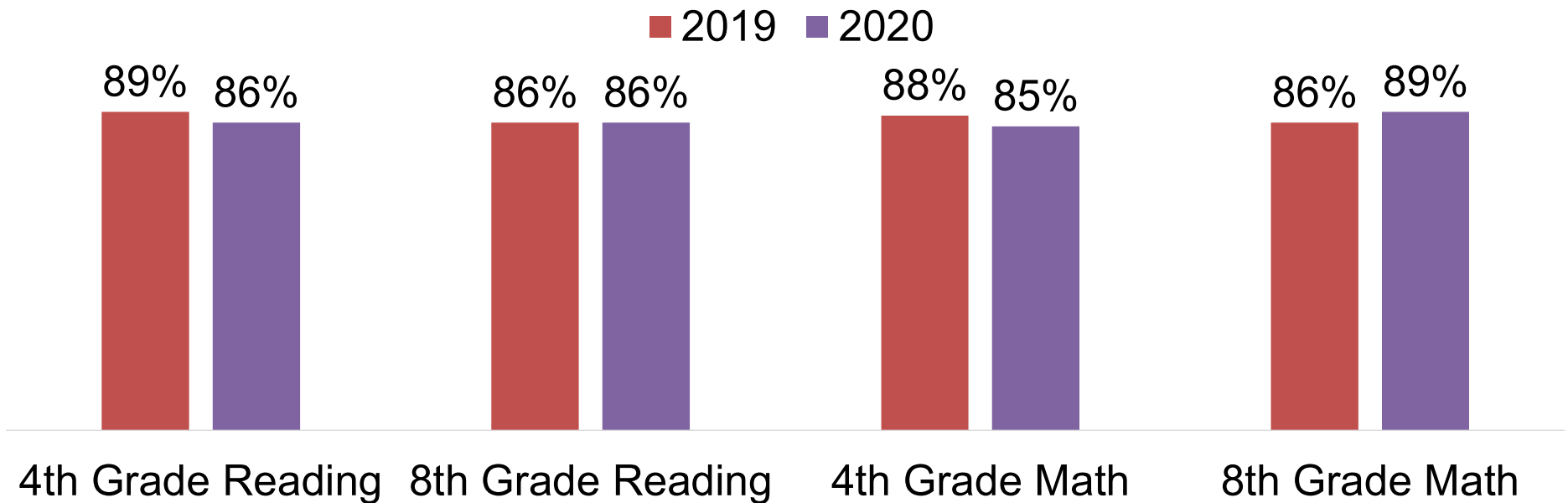
Thank you!

Assessment



NAEP Participation

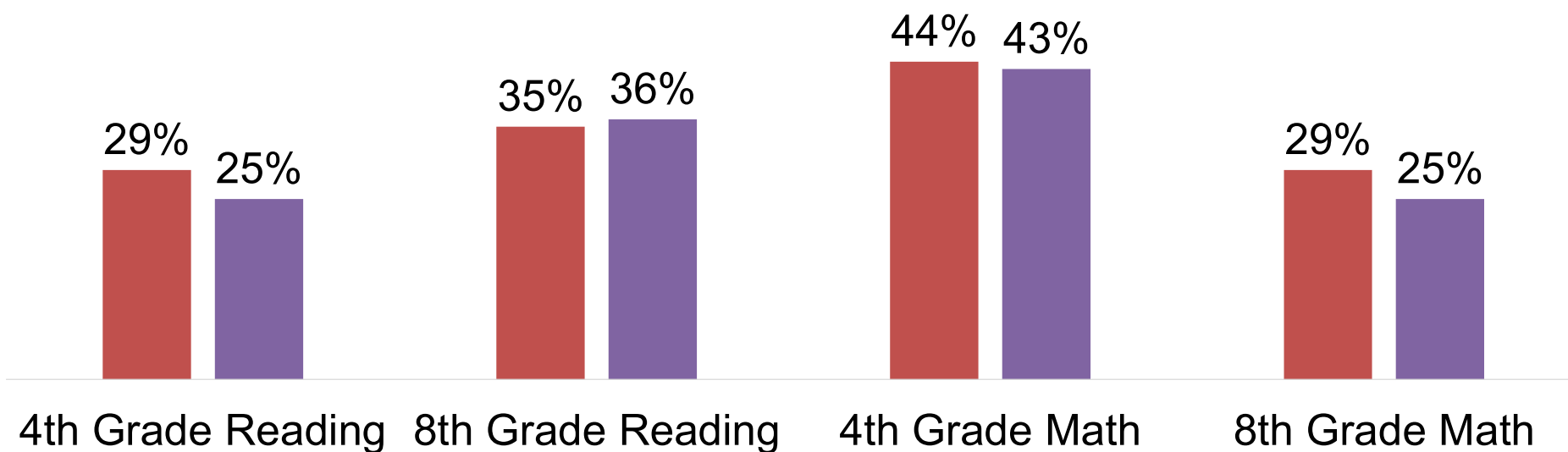
Students with Disabilities Included in Testing on the
National Assessment of Educational Progress



NAEP Performance

Students with Disabilities Scoring Basic or Above on the National Assessment of Educational Progress

■ 2019 ■ 2020

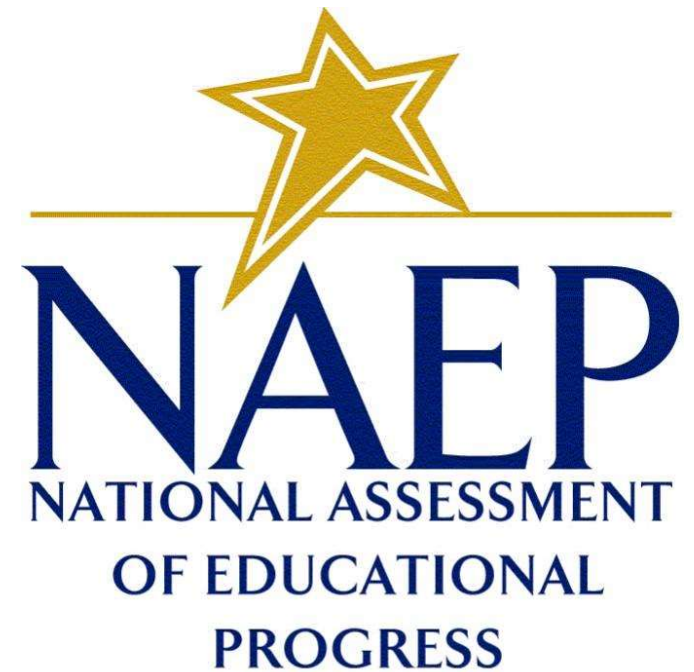


A Note About the NAEP

8 of 12 assessment measures

About 100 public schools from each state participate

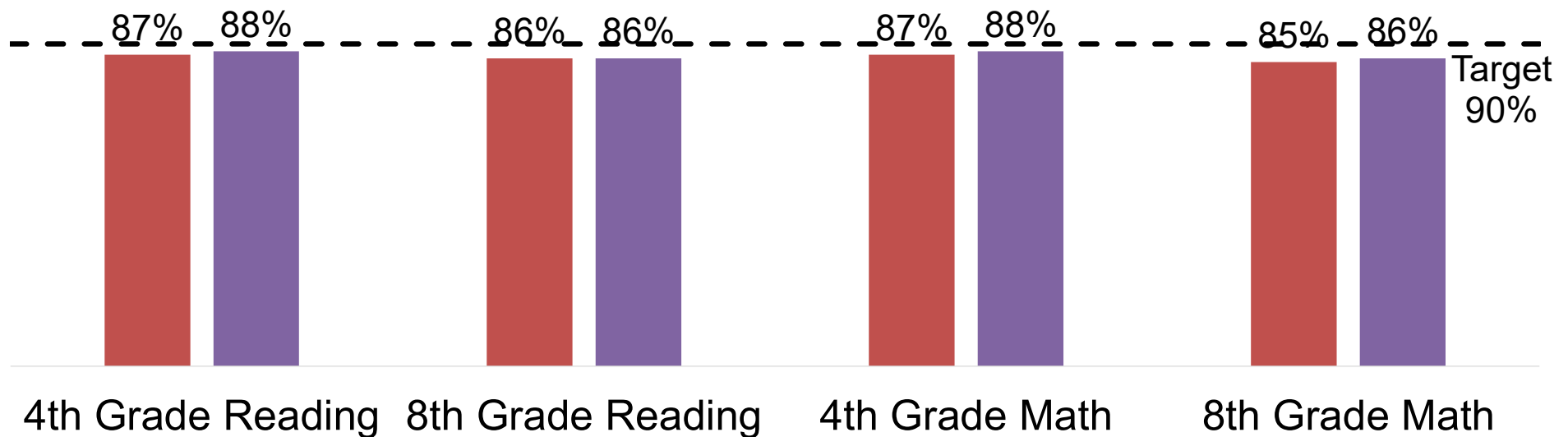
About 60 students tested from each participating school



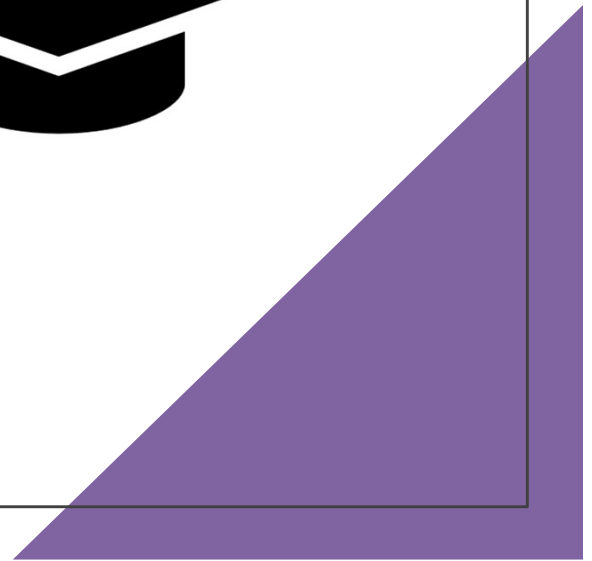
Regular Statewide Assessment Participation

Students with Disabilities Participating in Regular Statewide Assessments

2019 2020 - Target



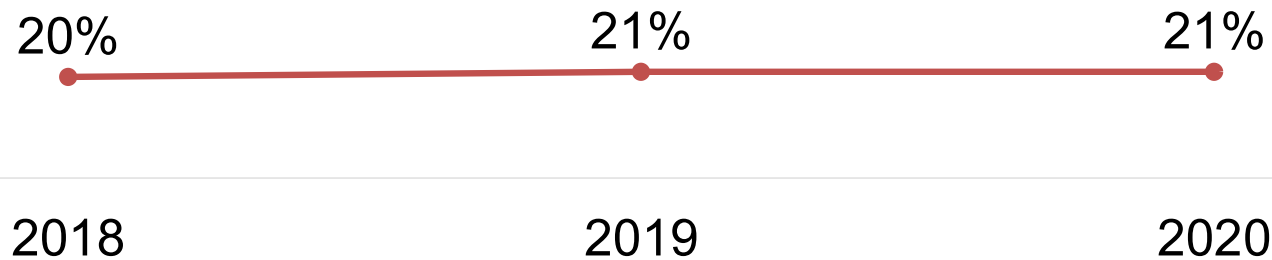
Exiting



Drop Out

Students with Disabilities Who Dropped Out 2017-18

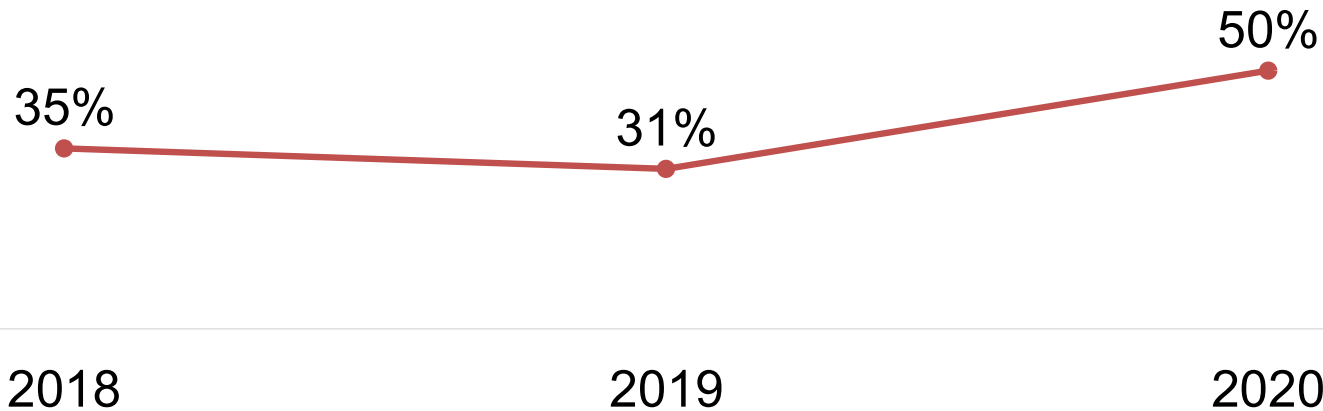
Score	Range
2	$\leq 13\%$
1	21% - 14%
0	$> 21\%$



Graduation

Students with Disabilities Who Graduated with a Regular High School Diploma 2017-18

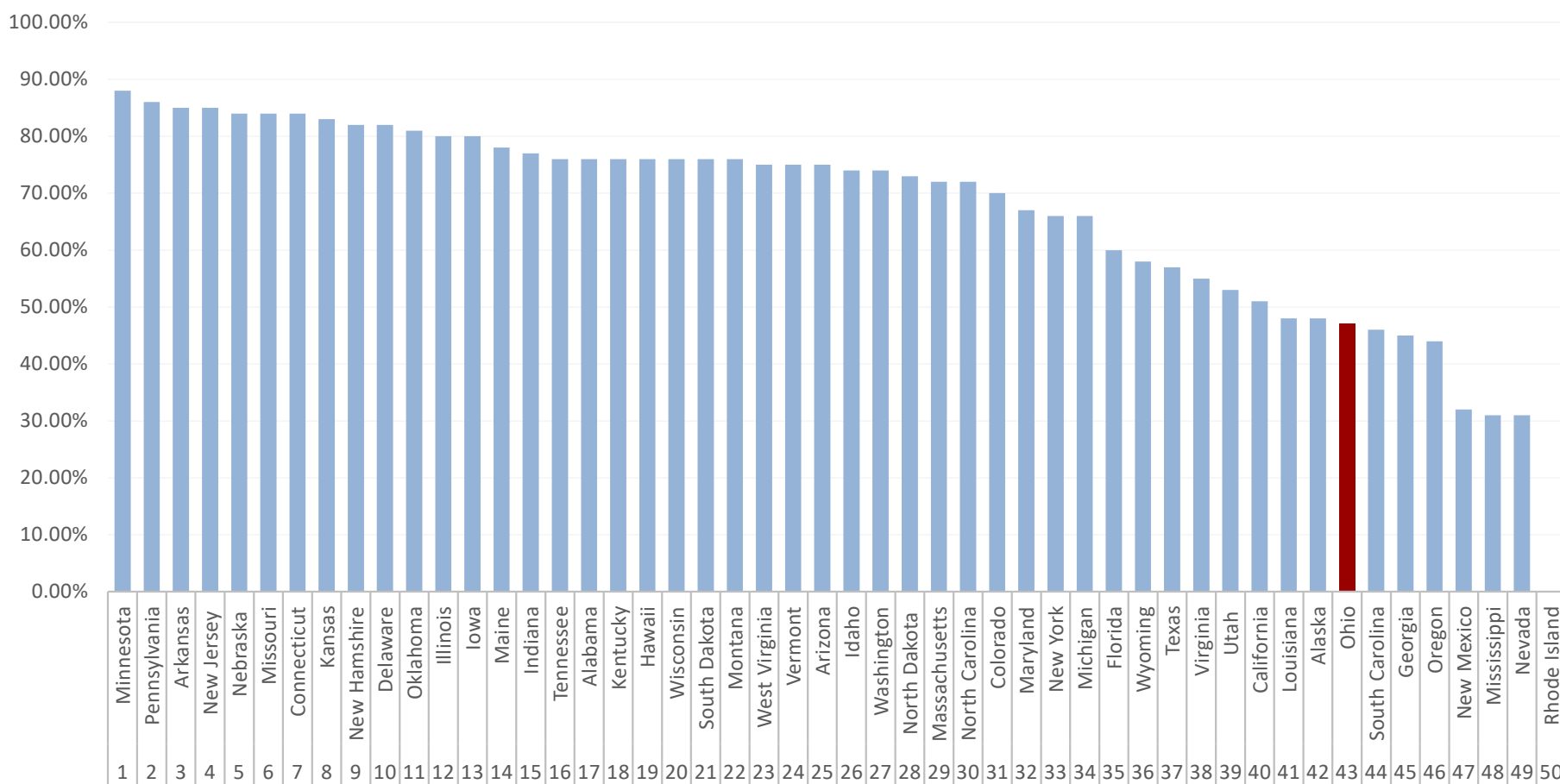
Score	Range
2	$\geq 79\%$
1	70 – 78%
0	$< 70\%$



Reflects the additional options provided to all students, not just students with disabilities

2016 State Determinations

% of SWD Graduating with Regular Diploma



Takeaways

Ohio continues to score 100% on compliance measures

High alternate assessment rates continue to impact our determination

Lowest scoring area continues to be graduation

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



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.

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)

Results Indicators

Performance on Results Indicators

Indicator 3c:
Reading

SWD scoring proficient in
reading
(all tested grades)

Indicator 3c:
Math

SWD scoring proficient in
math
(all tested grades)

3rd Grade
Reading

3rd grade SWD scoring
proficient in reading

Informational Results Indicators

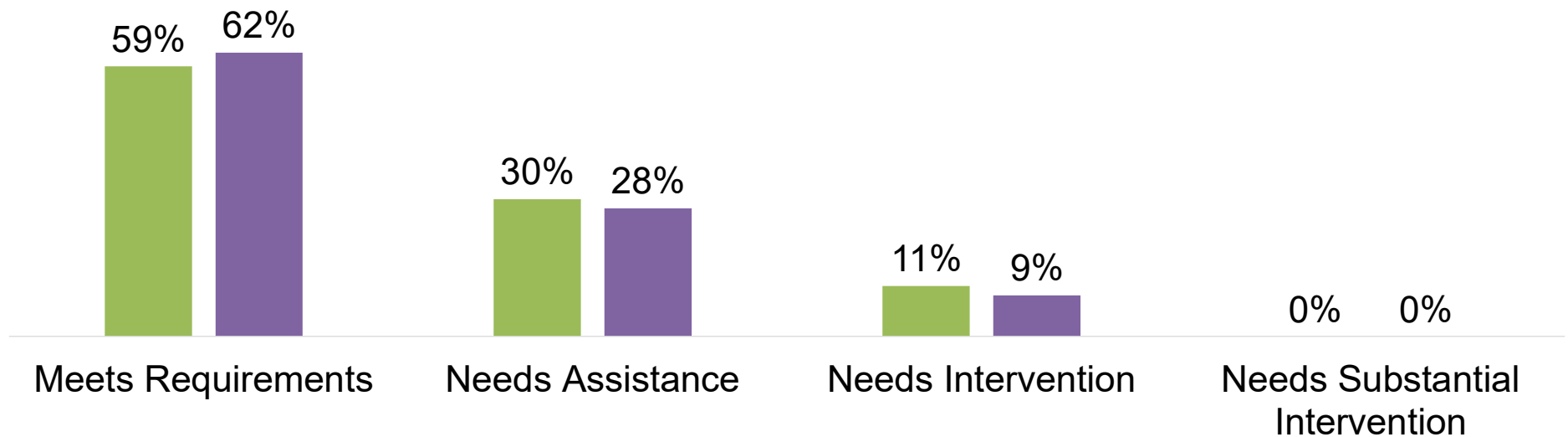
Percentage of SWD graduating by meeting standard requirements (federal graduation rate)

Percentage of SWD participating in alternate assessments (math & reading)

Percentage of Districts Receiving Ratings

■ 2019 ■ 2020*

*Preliminary counts; subject to change after appeals period



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

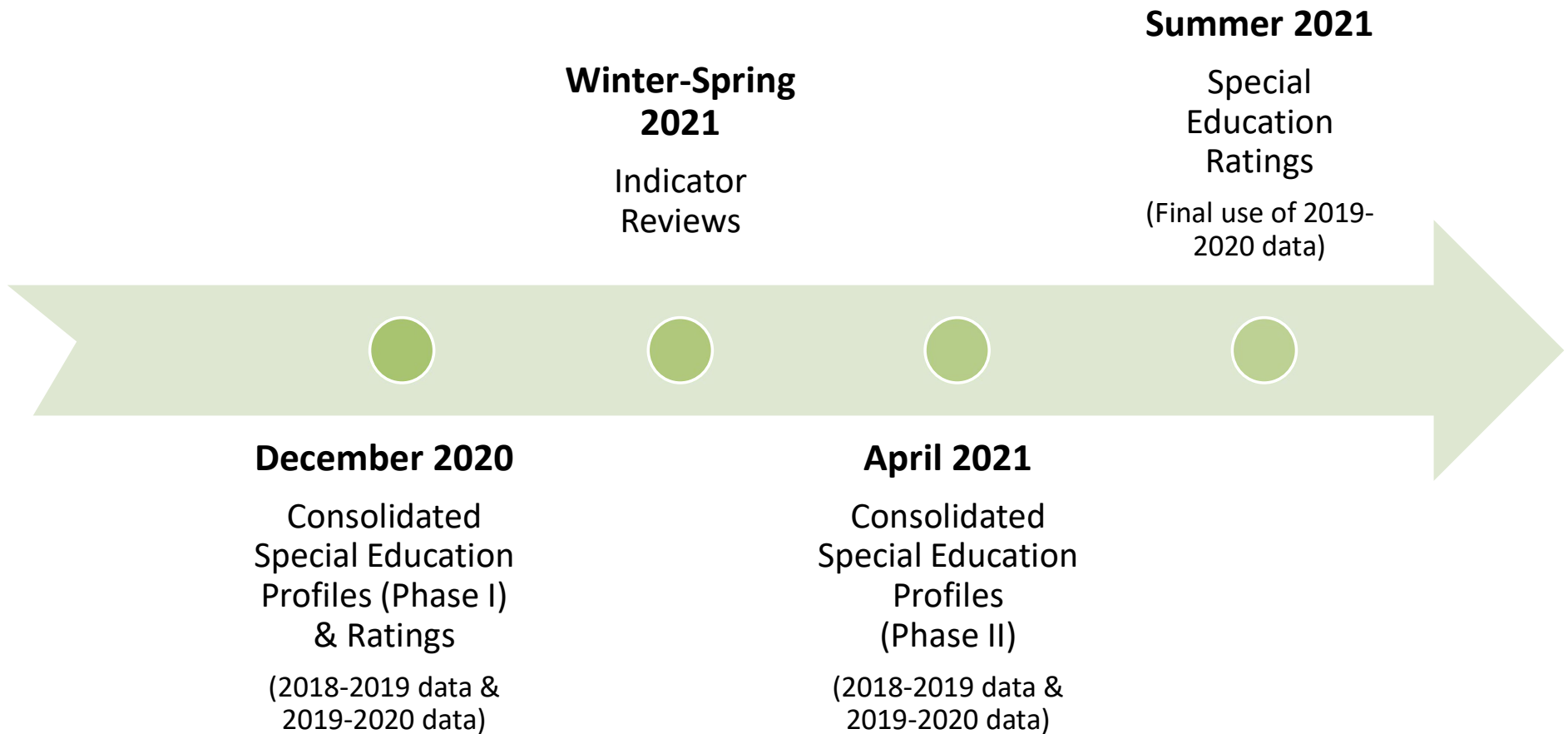
*Preliminary counts; subject to change after appeals period

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

Consolidated Profiles & Ratings Timeline



Accessing Special Education Ratings

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

Enter District Name or IRN:

Winton Woods City School District – 044081 (Hamilton)

Get Data

Winton Woods City School District

REPORTS MENU

IRN: 044081 User: matthew.loesch@education.ohio.gov

Special Education Profile

2018-19 Special Education Profile

Report	Publication Date	Data Year
 <u>2018-19 Special Education Profile</u>	12/5/2018	2017-18

2017-18 Special Education Profile

2016-17 Special Education Profile

2015-16 Special Education Profile

Special Education Rating

2017-18 Special Education Rating

Report	Publication Date	Data Year
<u>2017-18 Special Education Rating</u>	9/7/2018	2016-17

2016-17 Special Education Rating

2015-16 Special Education Rating

2014-15 Special Education Rating

Questions?



Kara Waldron

kara.waldron@education.ohio.gov



Matt Loesch

matthew.loesch@education.ohio.gov

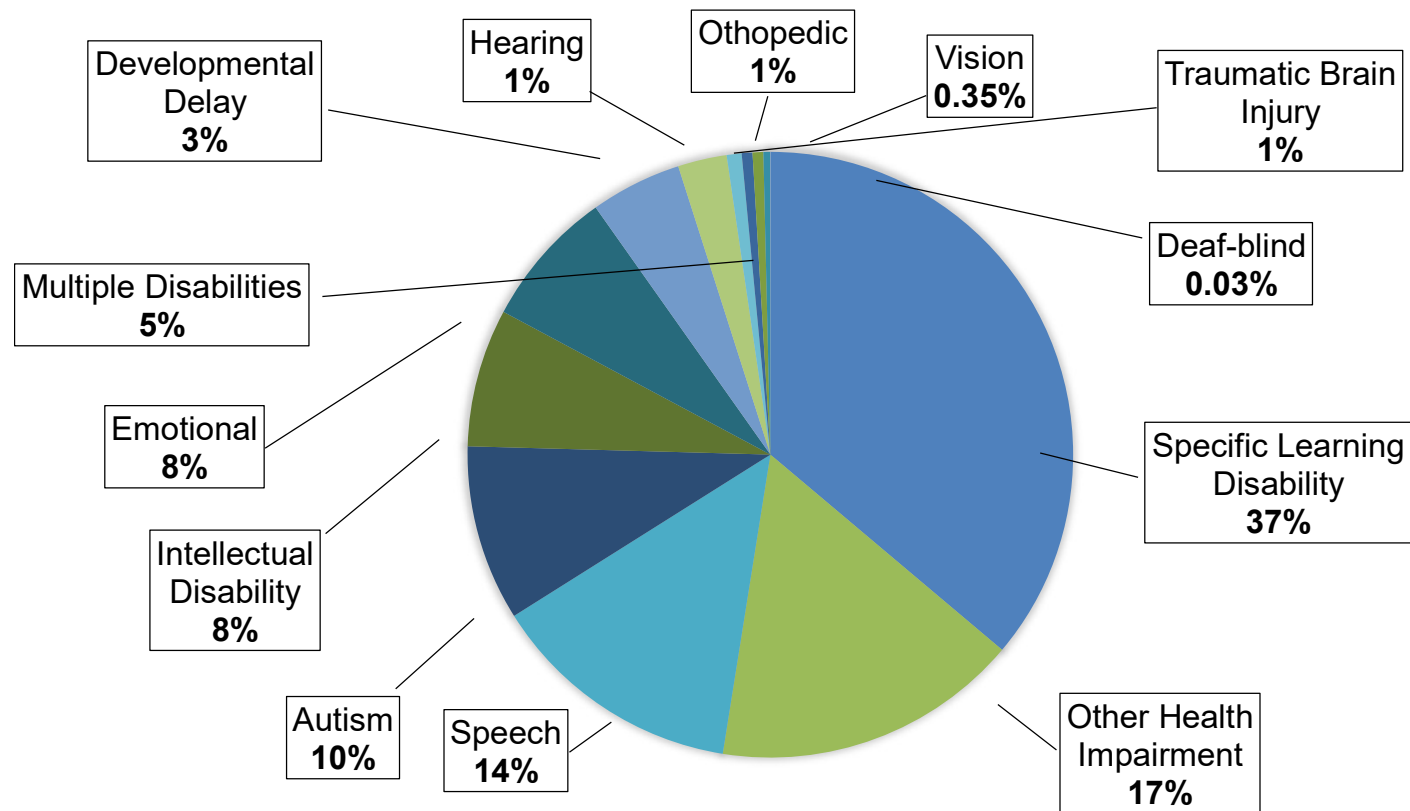


Ashley Rector

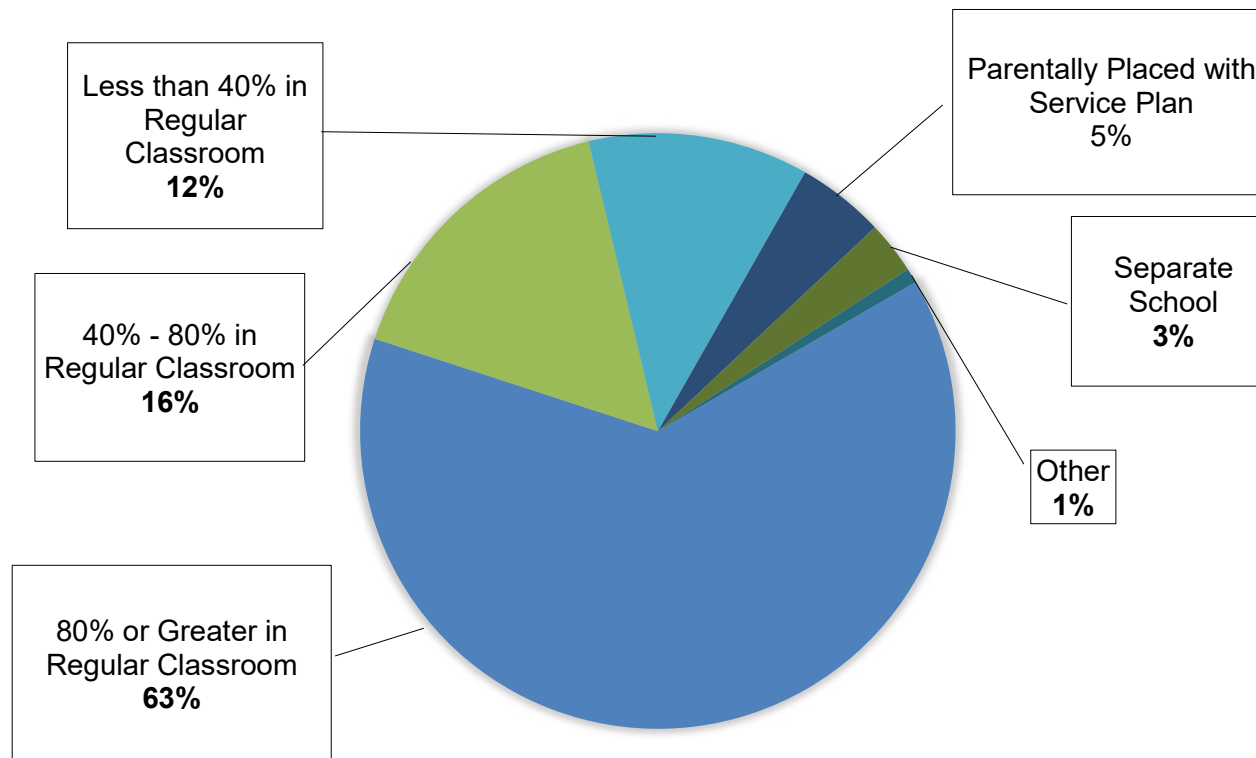
ashley.rector@education.ohio.gov

By the Numbers: 15.4%

DISABILITY CATEGORIES



School-Aged Children Receiving Services by Setting



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.

Disproportionality by the Numbers

84%

increase in disproportionality from the previous years due to new required calculations from OSEP

33

districts with 37 instances of disproportionality

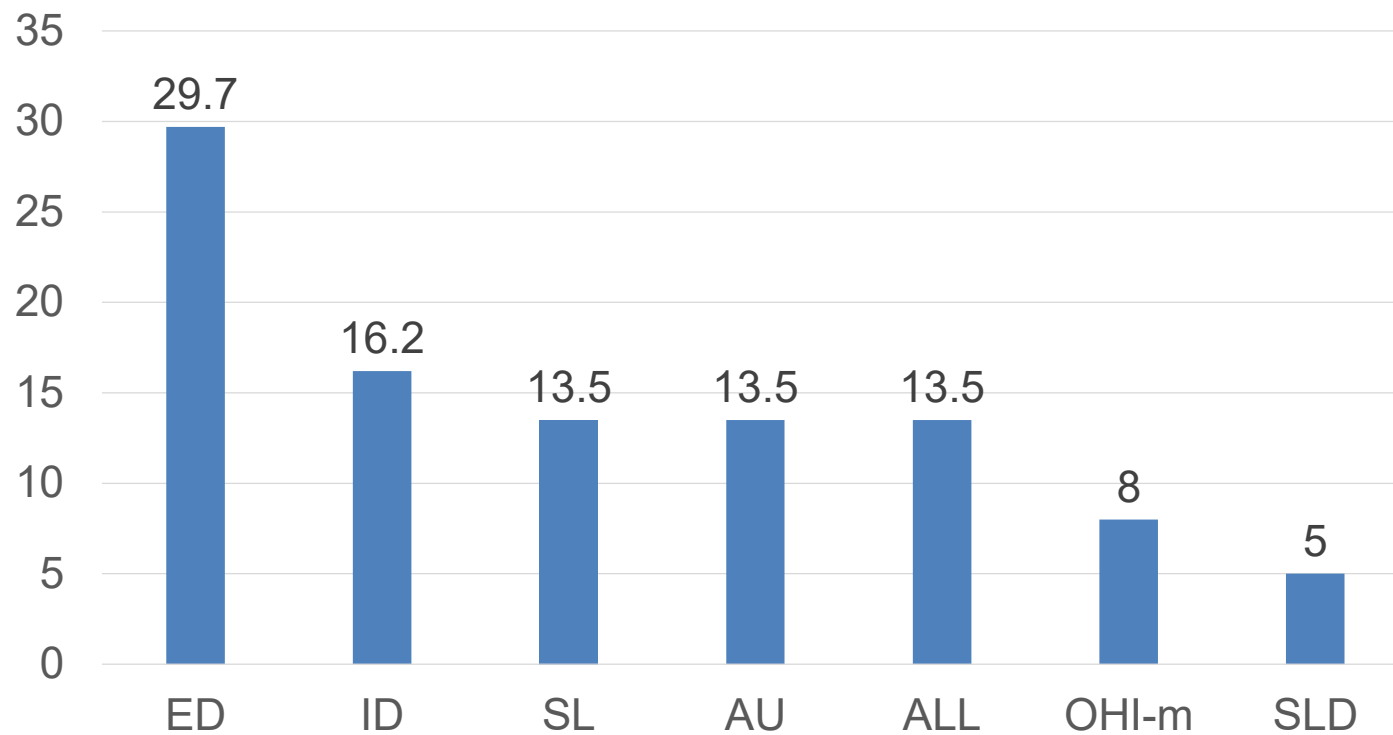
60%

are Community Schools

40%

are Traditional Public Schools

Disproportionality By the Numbers



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."

Mission Statement



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



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.

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.

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.

Recommendations

5

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.

[Related Services Webpage](#)



**Speech-Language
Pathologist**



**Educational
Audiologist**



**Physical
Therapist**



School Nurses



**Occupational
Therapist**



**School
Psychologist**

#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



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

3

Teacher & instructional support

5

Assessments gauge all learning domains

7

Meet needs of whole child

9

Develop literacy skills
Transform high school/provide more paths to graduation

2

Principal support

4

Standards reflect all learning domains

6

Accountability system honors all learning domains

8

Expand quality early learning

10

Ohio Strategic Plan For Education: 2019-2024

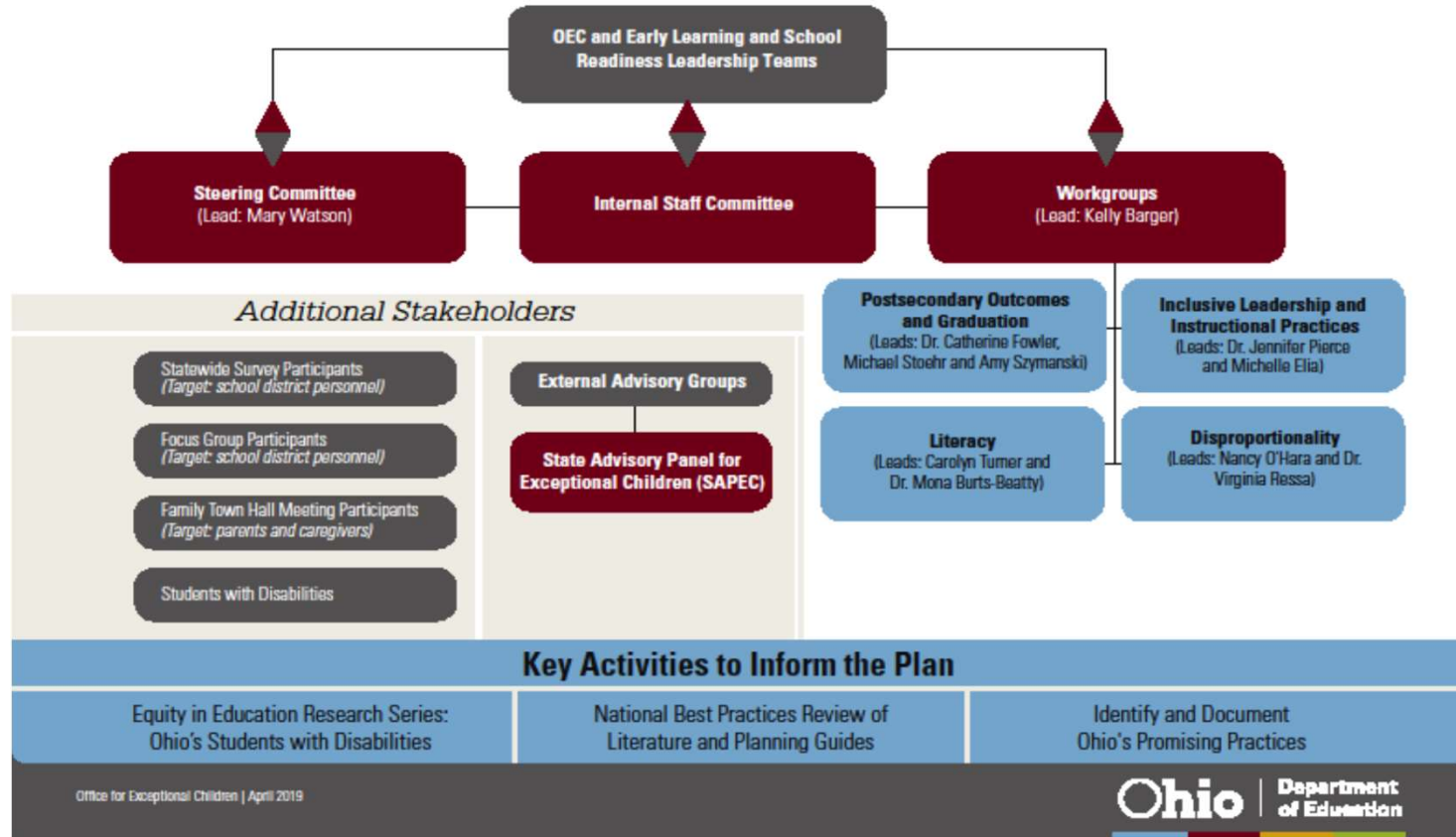
Ohio Department



Each Child Our Future

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.



The Plan Update

Three
common
focus areas
emerged

Need for Ohio to develop a
statewide model for a Multi-
Tiered System of Supports

Promotion of Ongoing,
Job-Embedded
Professional Learning

Advancement of
Postsecondary Learning
Experiences and Outcome

Questions?



Bernadette Laughlin

Bernadette.Laughlin@education.ohio.gov

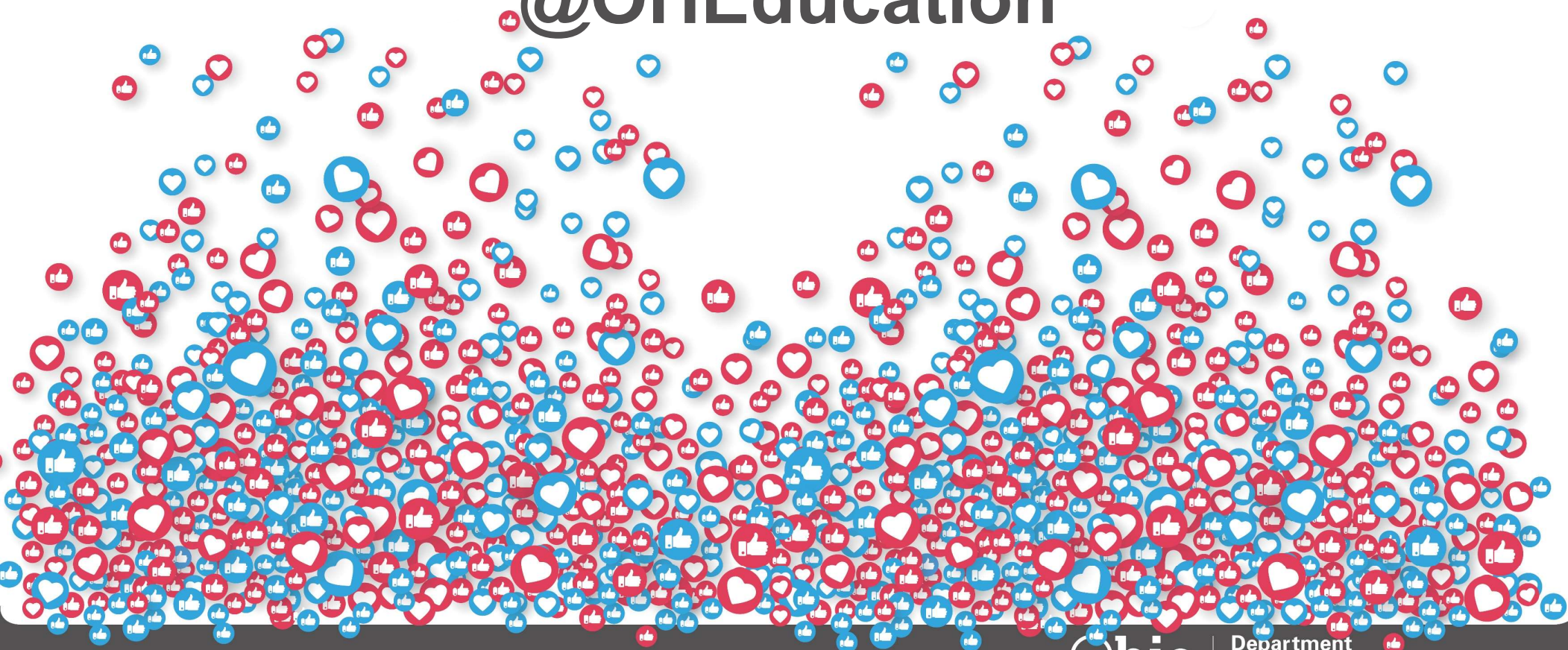


Joseph Petrarca

Joseph.Petrarca@education.ohio.gov



@OHEducation



Ohio

Department
of Education