

Ohio School Psychologists Association



Joseph Petrarca, *Associate Director*

Office for Exceptional Children · Nov. 7, 2019

Today's Discussion

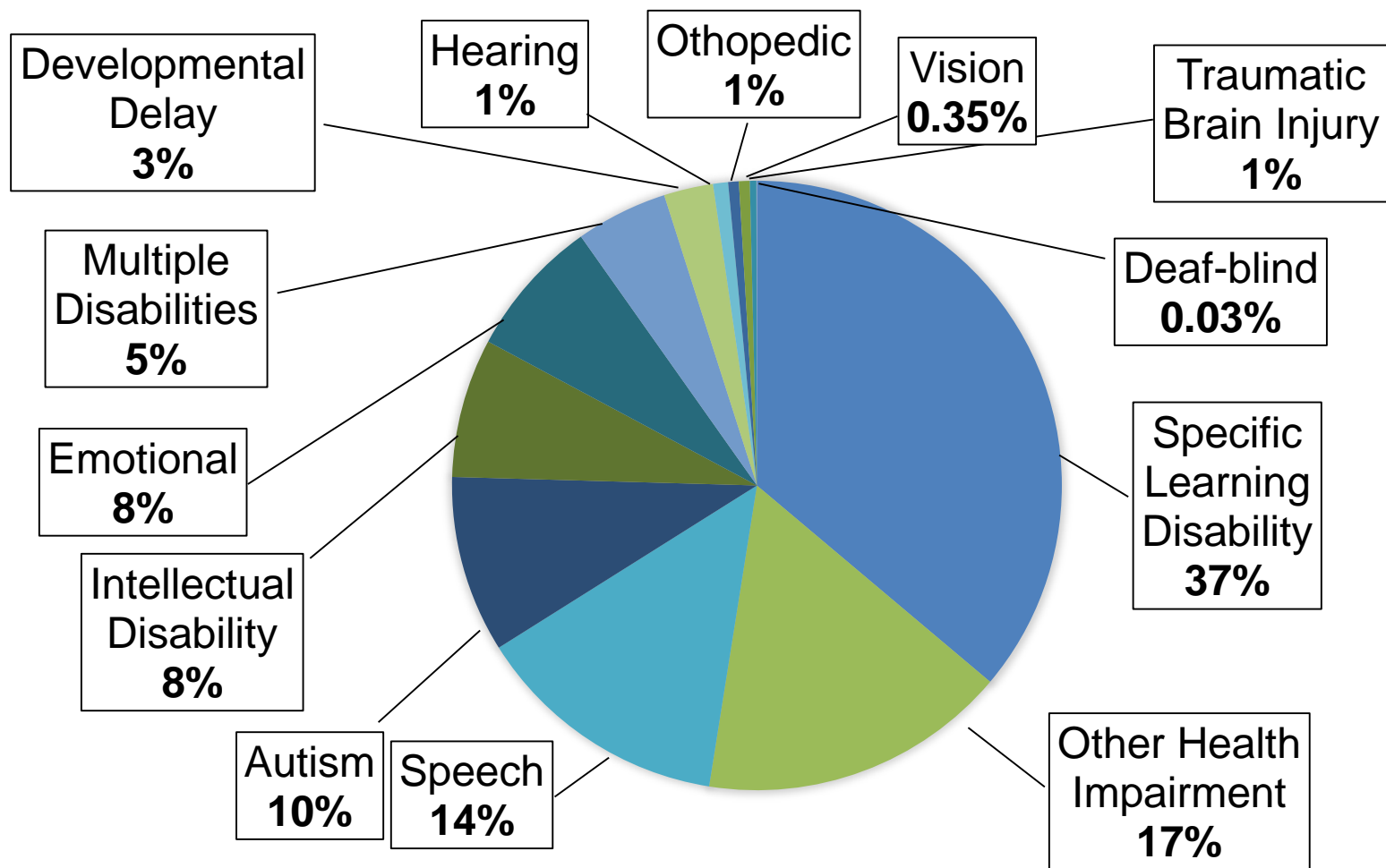
- Federal Data
- *Each Child, Our Future*
- Ohio Department of Education Restructuring
- Office for Exceptional Children Restructuring
- Plan to Improve Outcomes for Students with Disabilities
- Role Of The School Psychologist

2017-2018 Federal Data

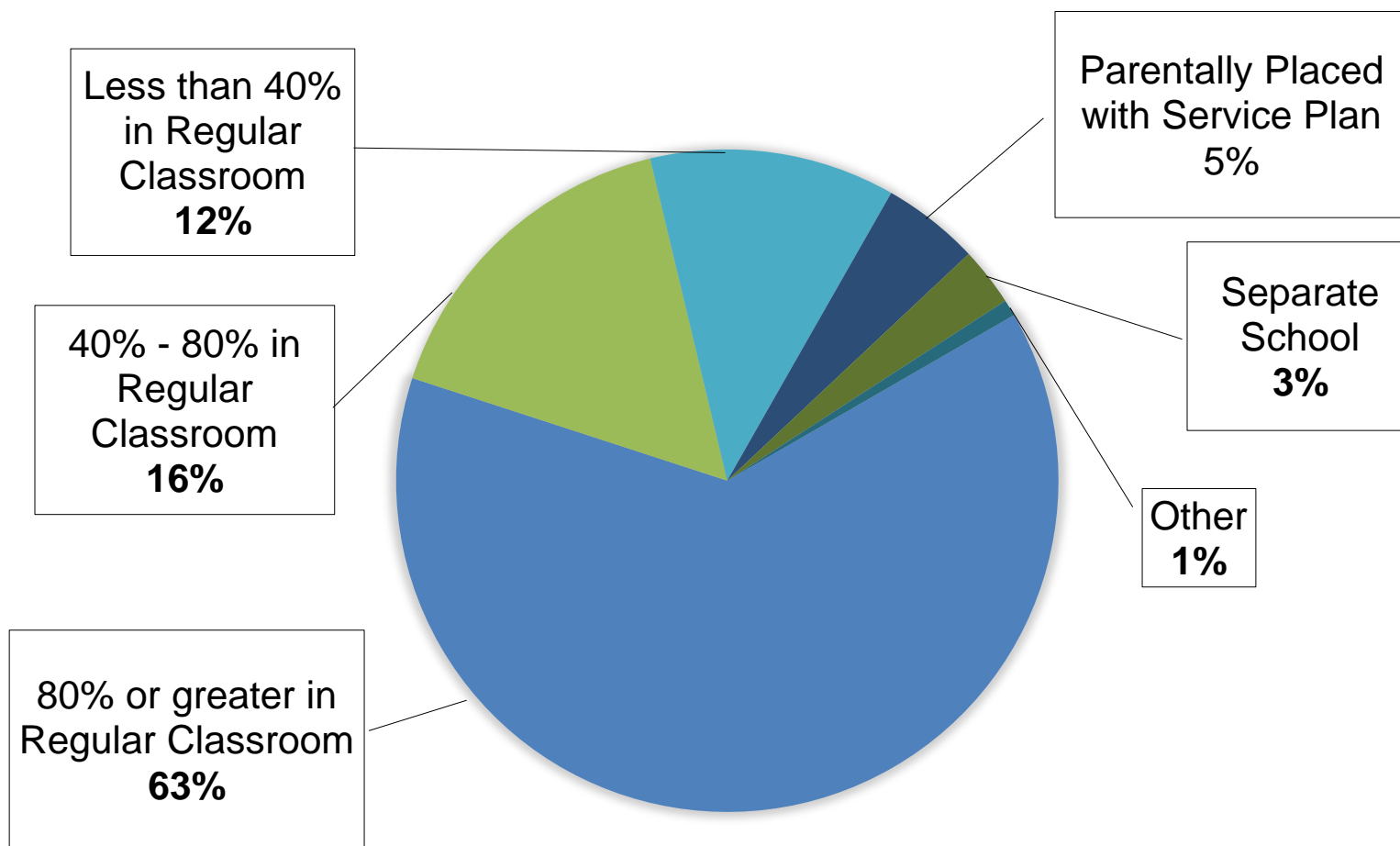
Students with Disabilities

**266,671 students or
15.2 percent of Ohio's
student population**

Disability Categories

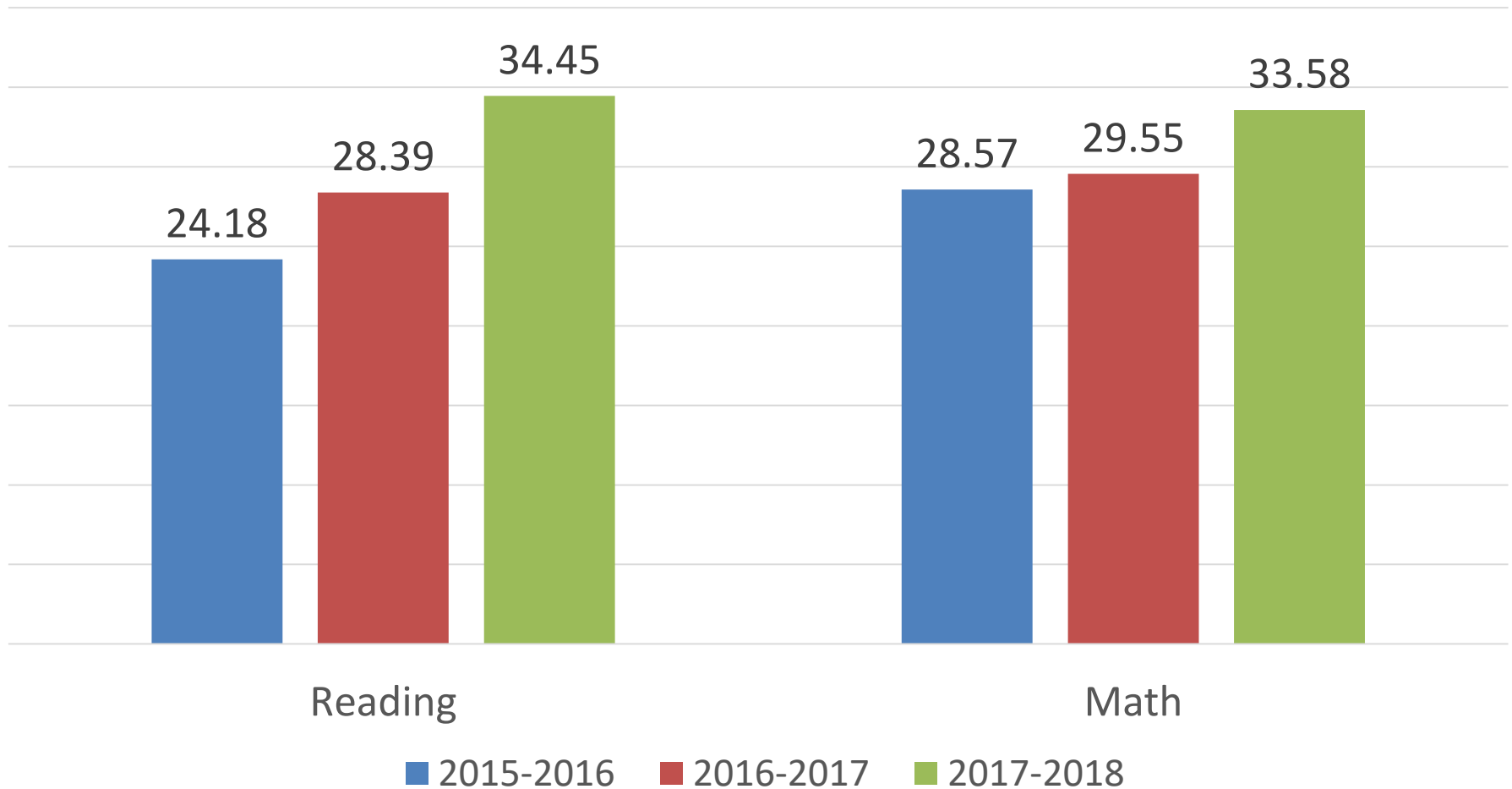


School-age Children Receiving Services By Setting



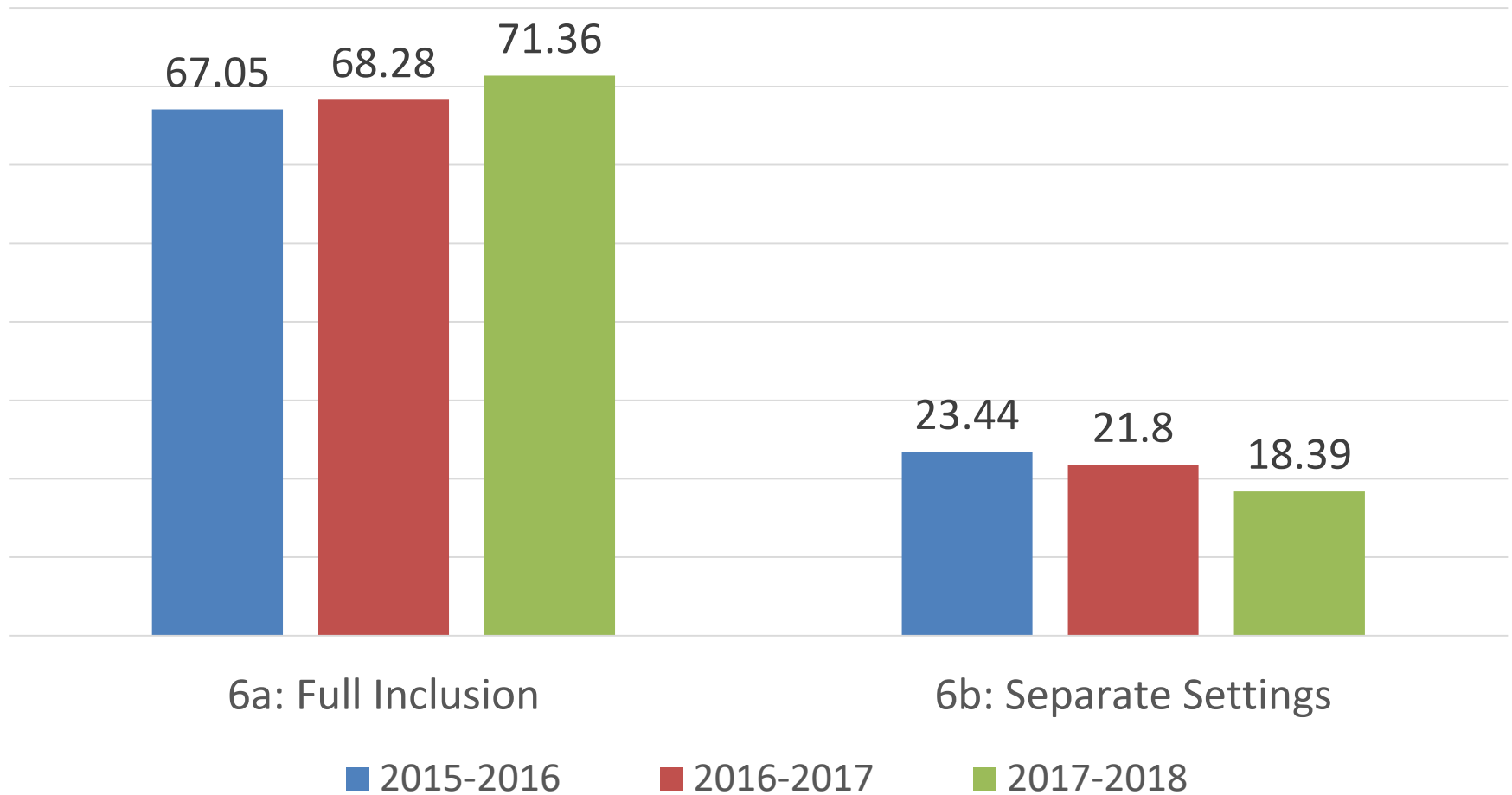
Annual Performance Report: Indicator 3c

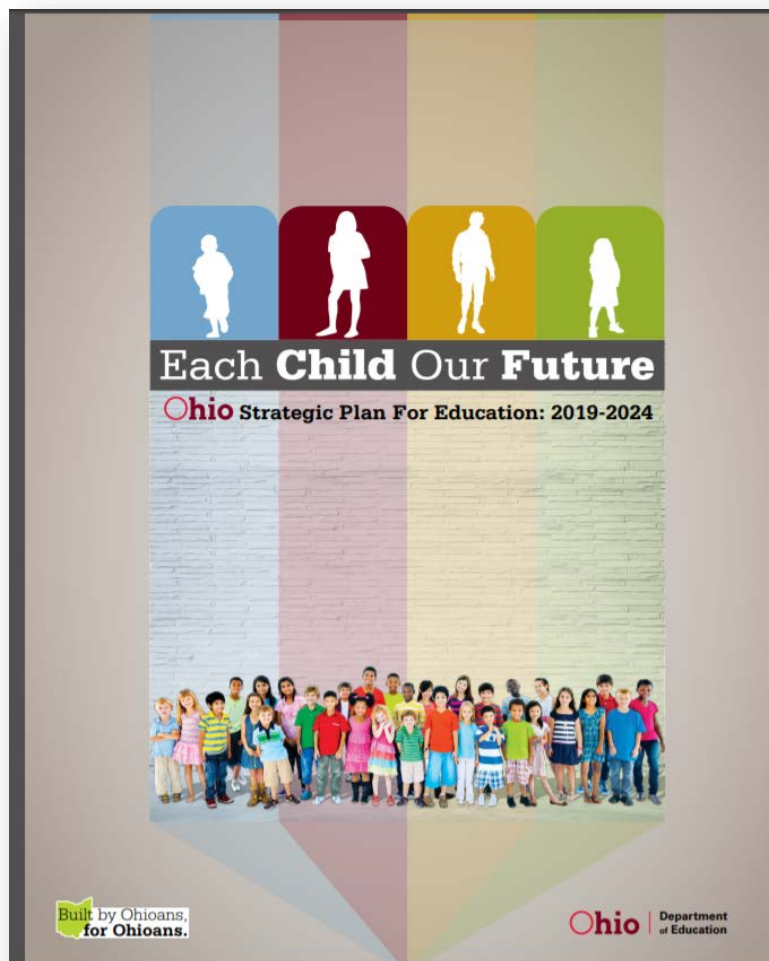
Students with Disabilities Proficiency Rate



Annual Performance Report: Indicator 6

Preschool LRE





Each Child, Our Future

Ohio's Strategic Plan for Education

education.ohio.gov/StrategicPlan

#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
- 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

A photograph of the Ohio Department of Education building, a modern structure with a light-colored stone facade and numerous windows. A large, colorful, spherical sculpture made of many small circles is mounted on a tall pole in front of the building. The entrance features a set of stairs with a white railing. A large, semi-transparent white circle is overlaid on the left side of the image, containing the text.

Restructuring
our agency to
align with
***Each Child,
Our Future***
priorities

Restructuring the Department

- Center for Student Supports
- Center for Continuous Improvements
- Center for Performance and Impact
- Center for Teaching, Leading and Learning

Center for Student Supports

- Office for Exceptional Children
- Office of Early Learning and School Readiness
- Office of Integrated Student Supports

Center for Continuous Improvement

- School Improvement Work
- Academic Distress Commission
- Federal Programs

Center for Performance and Impact

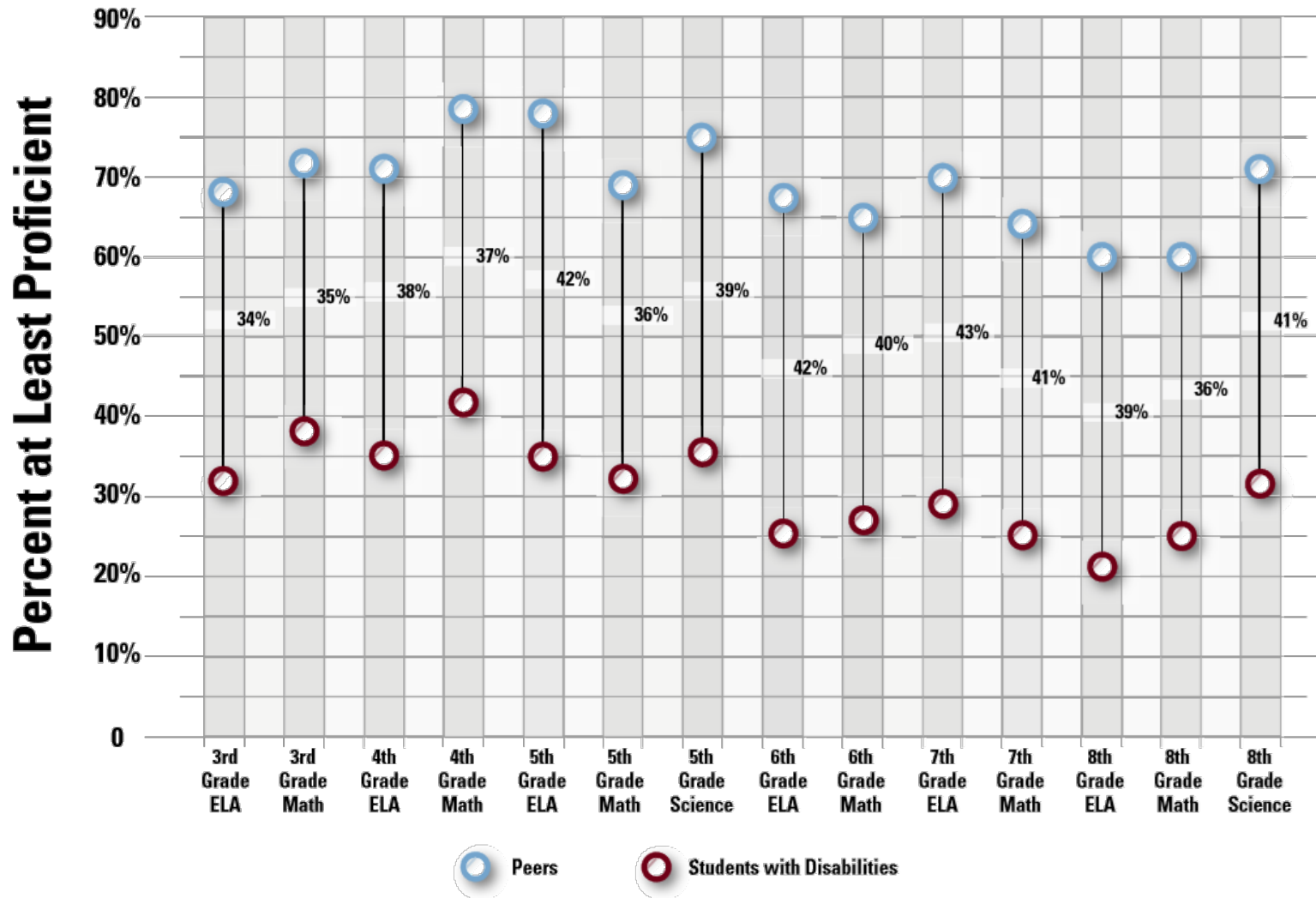
- Accountability
- Assessment
- Research, Evaluation and Advanced Analytics

Center for Teaching, Leading and Learning

- Instructional Strategies and Supports
- Educator Effectiveness
- Educator Licensure
- Professional Conduct
- Career Tech
- Career Connections
- Curriculum
- Literacy

Plan to Improve the Learning Experiences and Educational Outcomes for Students with Disabilities

Why a plan?



Why a plan?

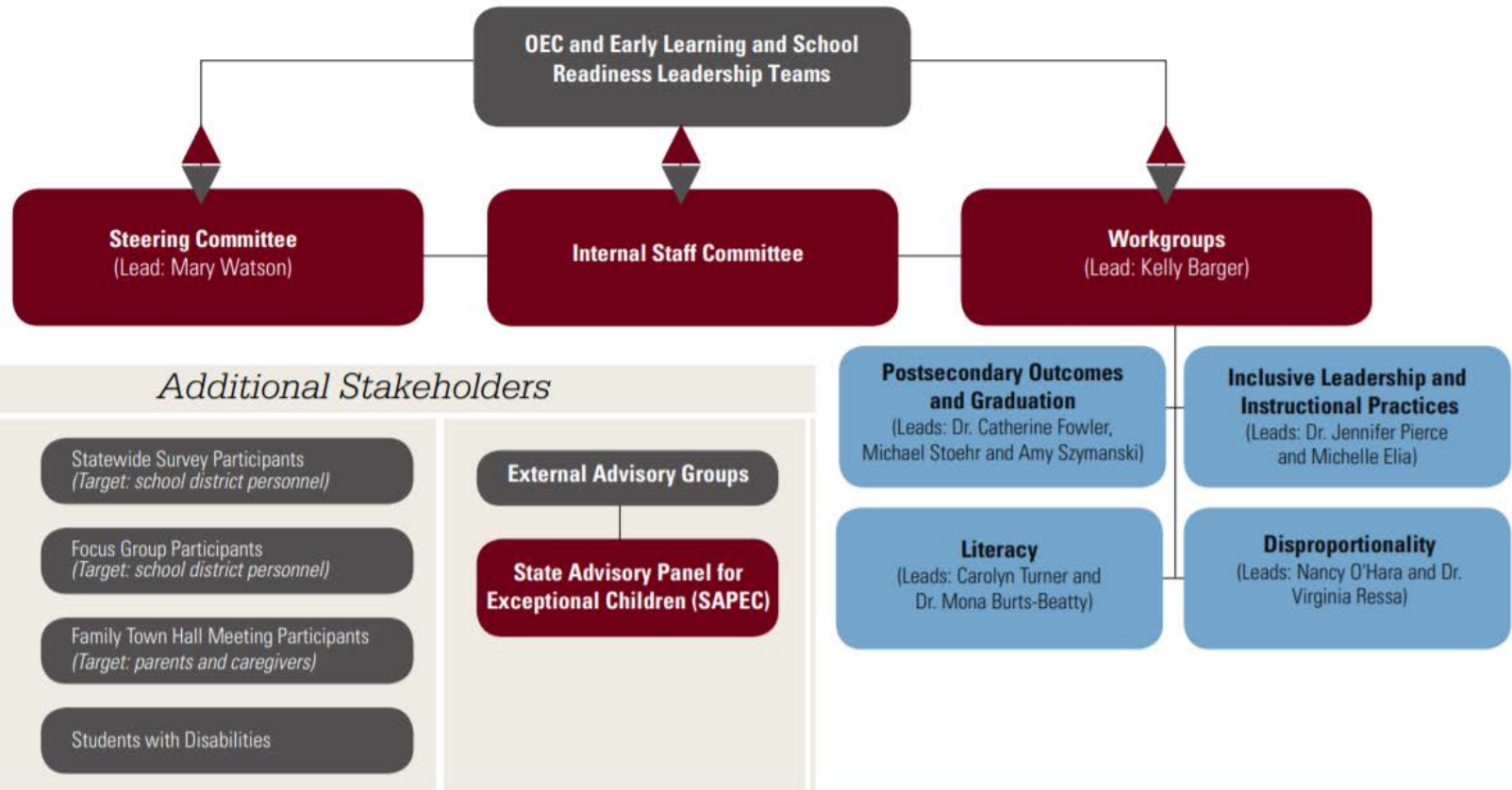
Achievement

Equity

Access

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.



Key Activities to Inform the Plan

Equity in Education Research Series:
Ohio's Students with Disabilities

National Best Practices Review of
Literature and Planning Guides

Identify and Document
Ohio's Promising Practices

Plan Development

- January 2019
- Steering Committee, Department's internal staff committee and workgroups

Key Activities to Inform Plan Development

- Engage national expert to facilitate the planning process
- Targeted stakeholder engagement

Plan Development

- Examine state data
- Planning guides
- Identify and document promising practices
- Expected outcome

Stakeholder Engagement Data

Surveying the Landscape Further

- Statewide Survey Report
- Family Town Hall Meetings
- Virtual Focus Groups
- Student Voice



Statewide Survey

March 12-31, 2019

213,893 directly invited

7,161 completed surveys

Two Major Survey Findings

Intervention Specialists Stretched Too Thin



- Service demands
- Scheduling constraints
- Students in LRE, but need more support

Schools Need to Build Capacity to Provide Continuum of Supports



- Advance general education teacher knowledge
- Strengthen Multi-Tiered System of Support (MTSS) implementation
- Increase number of trained paraprofessionals
- Increase supports from service providers

Family Town Hall Meetings



Virtual Focus Groups

What do you think Ohio needs to **focus on first** in order to improve the educational experiences and outcomes for students with disabilities?

What actions should the Department take to improve the educational experiences and outcomes for students with disabilities?

Focus on First: Staffing

- Most districts need more intervention specialists and paraprofessionals
- Caseloads and workloads are often overwhelming
- General education teachers are unprepared for students with disabilities

Focus on First: Equity

- Special education equity issues reflect district equity issues
- Inequity of resources across classrooms
- Opportunities for students are limited

Focus on First: Professional Development

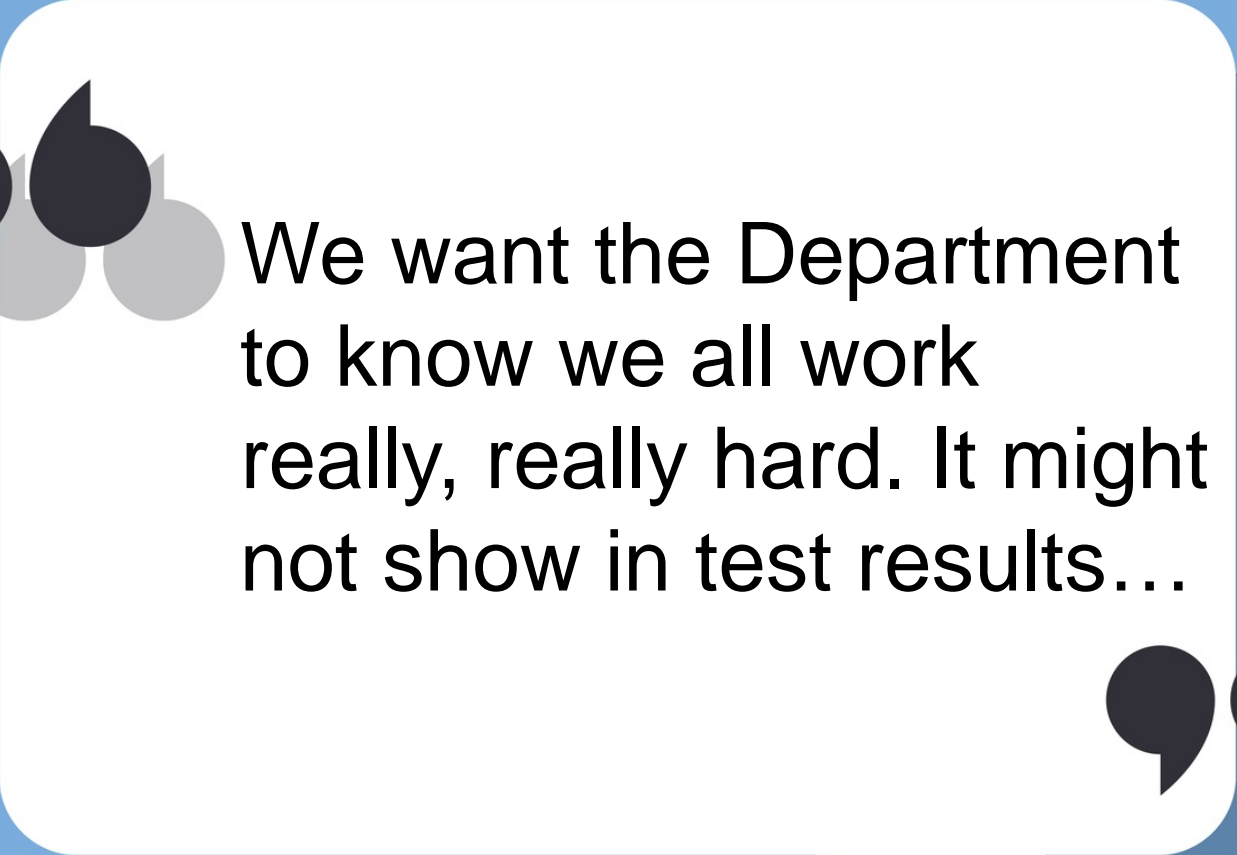
- Teacher preparation programs
- Professional development needs:
 - General education teachers
 - Special education focused
- Experienced teachers requested specific professional development

Focus on First: Clarify Inclusion Confusion

- Administrators are confused about what inclusion is and what the Department expects
- LRE requirements and needed supports
- Interactions with assessments and standards
- Effects on workload and caseload

Actions for the Department

- More direct communications about available supports
- Less traditional assessment and more progress, growth measures
- Reduce the paperwork burden
- Connect standards to life after high school



We want the Department
to know we all work
really, really hard. It might
not show in test results...

Student Voice

Date	Location	Number of Students
May 15	Pickaway-Ross Career Technical Center	10 students
May 15	Summit Co Educational Service Center	3 students
May 21	Mount Healthy City Schools	14 students
May 22	Akron City Schools	6 students
Total		33 students

Student Voice



Student Voice Themes

**Positive
Relationships**

Caring and supportive
teachers, counselors,
intervention specialists

**Qualified
and Caring
Staff**

Teachers don't know how
to help me with reading
problems

Office for Exceptional Children

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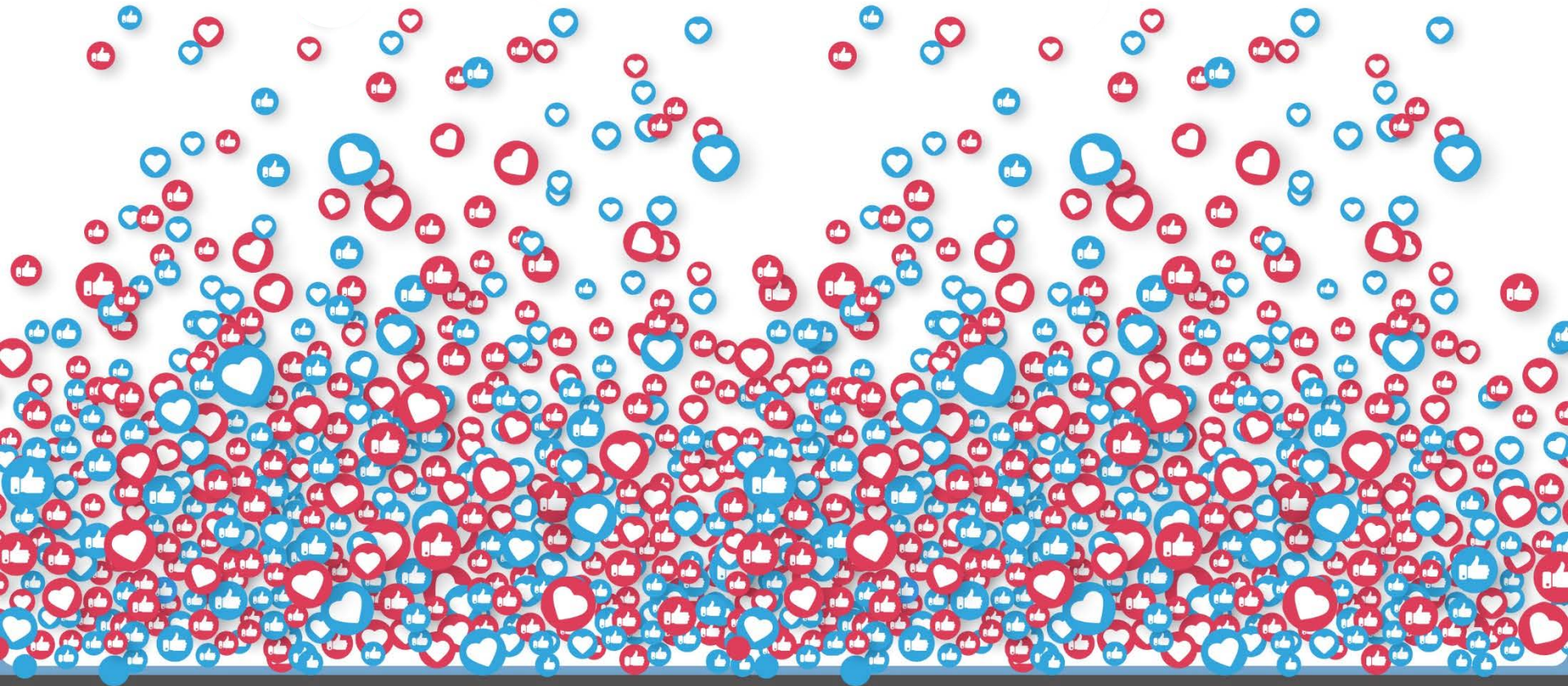
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Ohio

Department
of Education

**Share your learning
community with us!**

#MyOhioClassroom



Celebrate educators!

#OhioLovesTeachers