



OEC Updates

OSPA Conference · November 8, 2018

Ohio | Department of Education

Today's Topics

Each Child, Our Future

Operating Standards

AASCD Justification

HS Bill 318


School Safety Grants

Observations

Ohio | Department of Education

#EachChildOurFuture

In Ohio, each child is *challenged, prepared* and *empowered*.



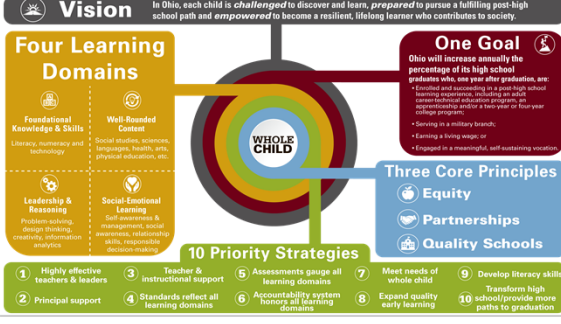
Working together for Ohio's students!

education.ohio.gov/StrategicPlan

Ohio | Department of Education | Strategic Plan For Education: 2019-2024 | Each Child Our Future

#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 literacy
- Social-Emotional Learning:** Self-awareness & management, 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:

- Graduated and enrolling in a post-high school learning experience, including an adult basic 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

- Highly effective teachers & leaders
- Principal support
- Teacher & instructional support
- Standards reflect all learning domains
- Assessments gauge all learning domains
- Accountability system honors all learning domains
- Meet needs of whole child
- Expand quality early learning
- Develop literacy skills
- Transform high school/provide more paths to graduation

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One Goal

- 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.

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Three Core Principles

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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

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10 Priority Strategies

- Accountability system honors all learning domains
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Restructuring the Department

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

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Center for Student Supports

- Office for Exceptional Children
- Office of Early Learning and School Readiness
- Office of Integrated Student Supports, including:
Child Nutrition, Homeless, English Learners, School-based Health Care, Adjudicated Youth/Students in Correctional Facilities, PBIS and Behavioral Health, Anti-Bullying, Family and Community Engagement

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Center for Continuous Improvement

- School Improvement Work
- Academic Distress Commission
- Federal Programs

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Center for Performance & Impact

- Accountability
- Assessment
- Research, Evaluation and Advanced Analytics

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Center for Teaching, Leading and Learning

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

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Operating Standards for the Education of Children with Disabilities

Ohio Department of Education



- Operating Standards for the Education of Children with Disabilities (2014)

Ohio Department of Education

Documents for Public Review

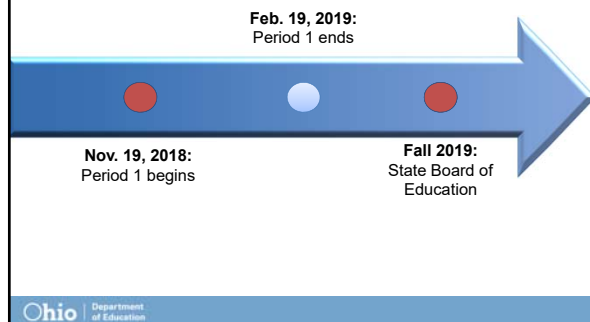
- Summary of Requirements: Transportation of children with disabilities
- 3301-51-10: Transportation of children with disabilities

Proposed Changes to 3301-51-10

- Removal of language found in federal law, Ohio Revised Code, and Ohio Administrative Code
- Update language utilized
- Removal of definitions

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Public Comment



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1% Participation Alternate Assessment

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Alternate Assessment Participation Rate

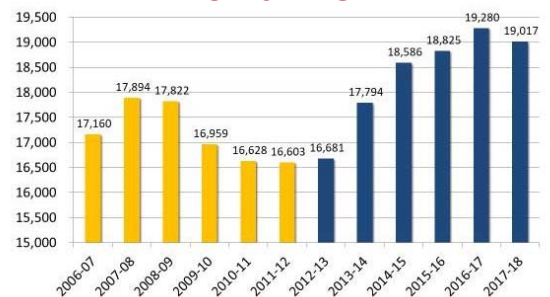
ESSA requires states over 1% participation rate to request a waiver

Ohio is requesting a waiver extension

Extension request posted for public comment week of Oct. 1 through Oct. 31

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Total Reported Participants in Ohio AASCD



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Alternate Assessment District Justification Requirement

ESSA requires districts or community schools to submit a justification when exceeding 1% of students participating in the alternate assessment.

OEC will provide participation data from 2016/2017 & 2017/2018 for each district and community school.

Updated justification form requires **anticipated** counts of students to be participating in the Reading AASCD by disability category.

Trends in Participation Rates

School Year	Reading			Mathematics		
	Count of students taking Reading AASCD	Count of all students tested in reading	Percentage of all students taking Reading AASCD	Count of students taking Mathematics AASCD	Count of all students tested in mathematics	Percentage of all students taking Mathematics AASCD
Actual 2016-2017						
Actual 2017-2018						
Projected 2018-2019						

New Component: Disability Categories

Disability as Identified in IDEA	Are students with this disability assigned to take the AASCD in reading?	2018-2019 Projected AASCD Reading Participation Count
Multiple Disabilities	Y/N	
Deaf-Blindness	Y/N	
Deafness (Hearing Impairment)		
Visual Impairment	Y/N	
Speech and Language Impairment	Y/N	
Orthopedic Impairment	Y/N	
Emotional Disturbance	Y/N	
Intellectual Disability	Y/N	
Specific Learning Disability	Y/N	
Autism	Y/N	
Traumatic Brain Injury	Y/N	
Other Health Impaired-Major	Y/N	
Other Health Impaired-Minor	Y/N	

AASCD Justification Timeline

Nov. 1
Recorded webinar posted

Dec. 10
Justifications due to OEC

Nov. 5
Notification email sent to each superintendent with a distinct link to the live justification form

House Bill 318

HB 318: Training Requirements

Within 3 years; any building serving pre-K through grade three:

- All teachers in a building with any pre-K through grade 3 classrooms
- All administrators (principals, assist. principals, superintendents) who serve students in any of grades pre-K through grade 3

LPDCs shall monitor compliance

Training Requirements: Teacher Prep Institutions

Semester course or equivalent, covering all:

1. PBIS & SEL
2. Class systems to establish positive behavior
3. Responding to unwanted behavior
4. Classroom data collection systems
5. Effective instructional strategies
6. Matching curriculum to student needs
7. Impacts of trauma and stress

Reporting Requirements

Districts will be required to report on their implementation of PBIS, suspensions and expulsions.

Reporting requirements are not yet fully articulated

HB 318 Grant Funding

School Safety \$12,000,000

School Climate Grants \$2,000,000

School Climate Grants are for Positive Behavioral Interventions and Supports (PBIS) or Research-Based Social Emotional Learning (SEL) Initiatives

School Safety Grants

School Safety Grants

Distributed to all Ohio schools and administered by Attorney General's Office:

- The support of school resource officer certification training;
- Any type of active shooter and school safety training;
- All grade level type educational resources;
- Training to identify and assist students with mental health issues;
- Any other training related to school safety.

School Climate Grants

Competitive grants administered by ODE, with limit of: \$5000 per building, \$50,000 per district. Priority of awards as follows:

1. Buildings identified: economically disadvantaged
2. Buildings identified: high suspension rates

Exact criteria to be further articulated when grant applications released

Observations Reevaluations

Observations

§ 300.305 Additional requirements for evaluations and re evaluations.

(a) **Review of existing evaluation data.** As part of an initial evaluation (if appropriate) and as part of any reevaluation under this part, the IEP Team and other qualified professionals, as appropriate, must -

- (1) Review existing evaluation data on the child, including -
 - (i) Evaluations and information provided by the parents of the child;
 - (ii) Current classroom-based, local, or State assessments, and classroom-based observations; and
 - (iii) Observations by teachers and related service providers;

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OCALICON 2018

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Education Leadership Institute
Nov. 14-16**

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Text "OHED EL" to 468311

Middle and High
School Students
Text "OHED HS" to 468311



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