



OEC Updates

OSPA Conference · November 8, 2018

Ohio | Department
of Education

Today's Topics

Each Child, Our Future

HS Bill 318

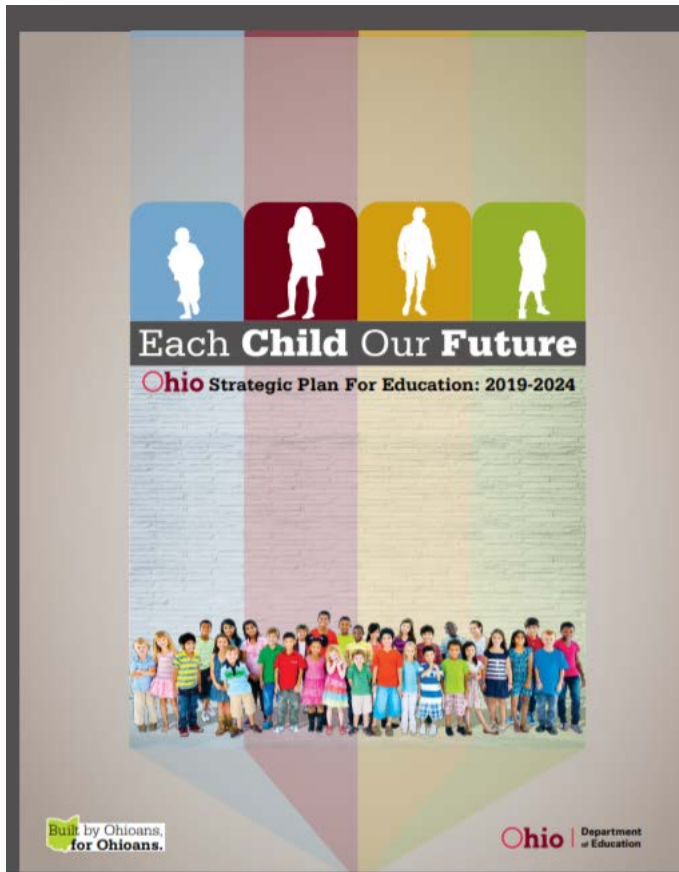
Operating Standards

School Safety Grants

AASCD Justification

Observations

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



Working together for Ohio's students!

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

3

Teacher & instructional support

5

Assessments gauge all learning domains

7

Meet needs of whole child

9

Develop literacy skills

2

Principal support

4

Standards reflect all learning domains

6

Accountability system honors all learning domains

8

Expand quality early learning

10

Transform high school/provide more paths to graduation



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.

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



One Goal



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

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



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.

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



Three Core Principles



Equity



Partnerships



Quality Schools

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



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

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



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

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



10 Priority Strategies

- 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

Restructuring the Department

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

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

Center for Continuous Improvement

- School Improvement Work
- Academic Distress Commission
- Federal Programs

Center for Performance & 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

Operating Standards for the Education of Children with Disabilities



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

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

Public Comment

Feb. 19, 2019:
Period 1 ends

Nov. 19, 2018:
Period 1 begins

Fall 2019:
State Board of
Education

1% Participation Alternate Assessment

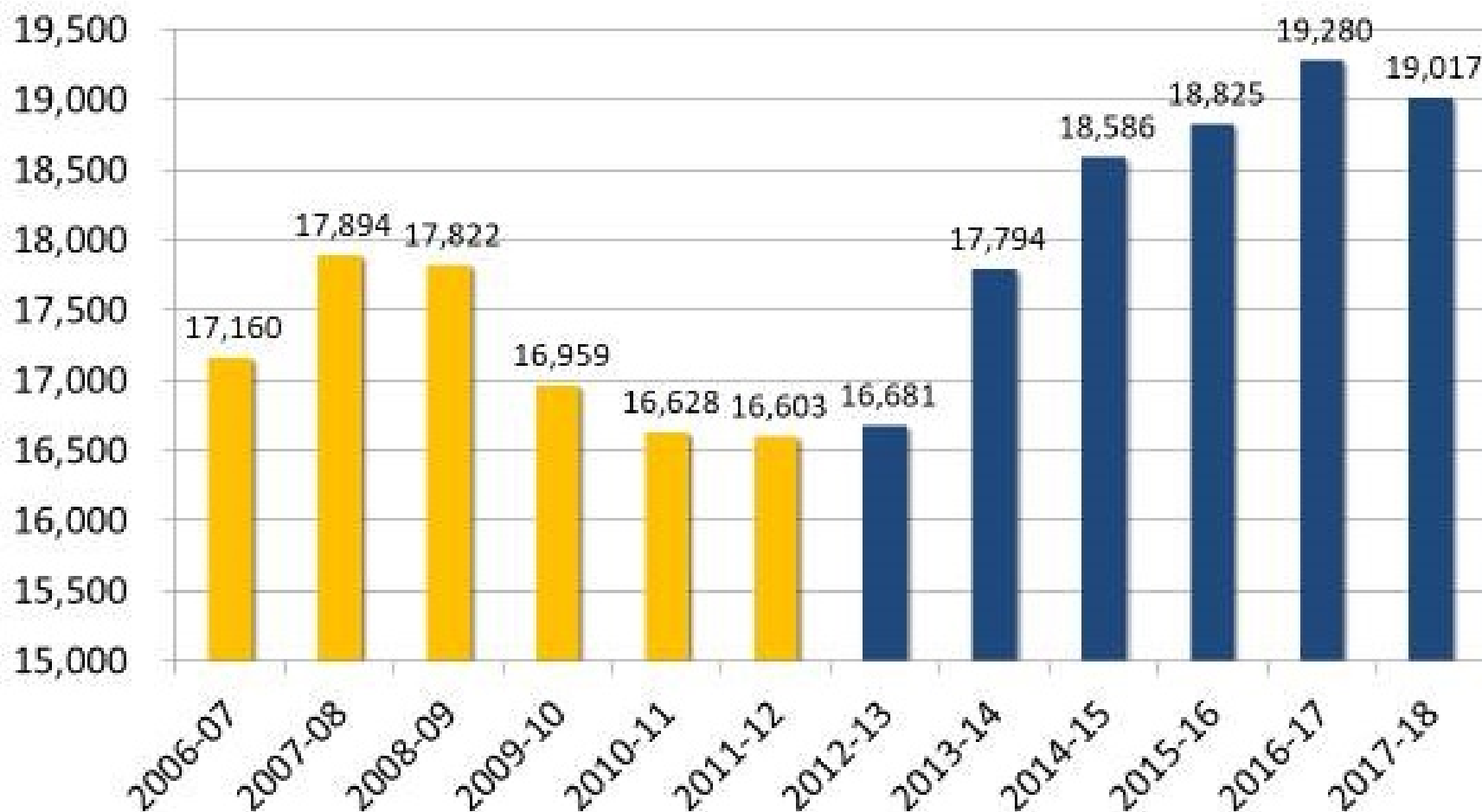
Alternate Assessment Participation Rate

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

Total Reported Participants in Ohio AASCD



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		
	Count of students taking Reading AASCD	Count of all students tested in reading	Percentage of all students taking Reading AASCD
Actual 2016-2017			
Actual 2017-2018			
<i>Projected 2018-2019</i>			

Mathematics		
Count of students taking Mathematics AASCD	Count of all students tested in mathematics	Percentage of all students taking Mathematics AASCD

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;

Dr. Kim Monachino

Director

Office for Exceptional Children

Kim.Monachino@education.ohio.gov

Dr. Michael Petrasek

Program Specialist for School Psychology
and Behavioral Supports

Office of Integrated Student Supports

Michael.Petrasek@education.ohio.gov

CALICON 2018

Save the Date!

**OCALICON and Special
Education Leadership Institute
Nov. 14-16**

education.ohio.gov

Join the Conversation



OHEducation



OHEducation



@OHEducation

@OHEducationSupt



OhioEdDept

education.ohio.gov/Text

SIGN UP FOR PARENT TEXT TIPS

**Elementary Students
Text "OHED EL" to 468311**

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

