2014 OSPA Fall Conference

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Learning and Outcomes

Learning and Outcomes

Third Grade Reading Guarantee

New Learning Standards

State Tests

New Graduation Requirements

Conditions that Support Positive Outcomes

PreK – 3 Social Emotional Standards

Restraint and Seclusion and Positive Behavior Interventions and Supports Rule

Dropout Prevention and Recovery

Planning and Measuring Progress

Academic
Performance

Compliance

Discipline

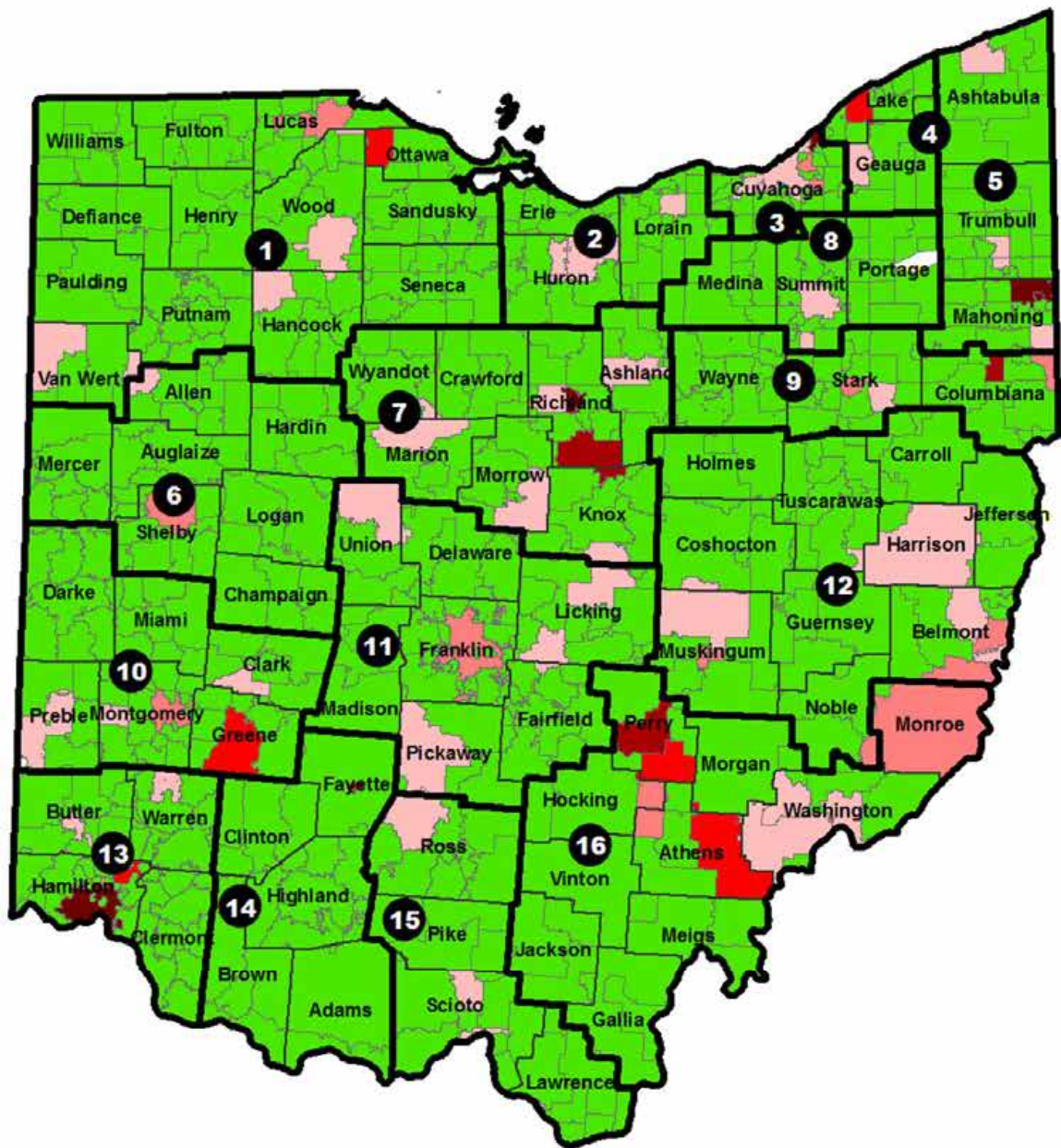# Planning and Measuring Progress

Graduation

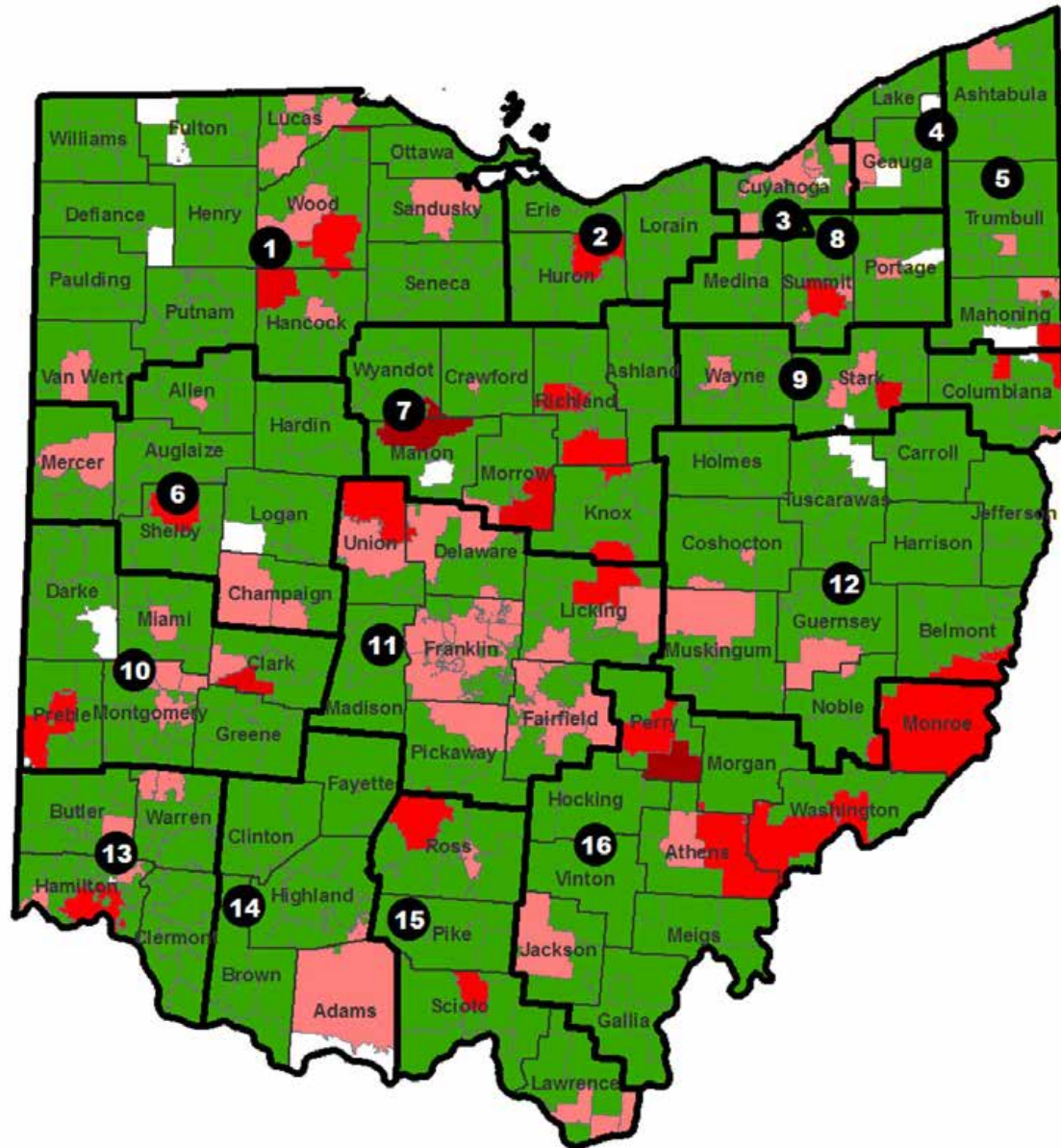Post-secondary Outcomes
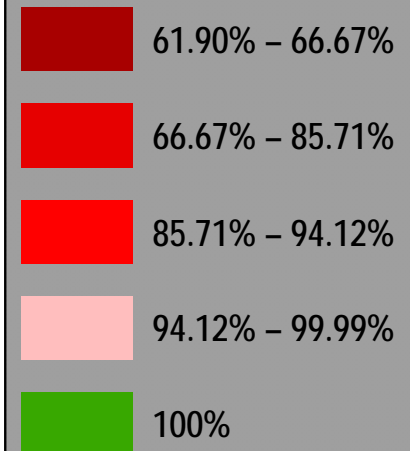
Performance and Compliance

State Indicator Maps

2014 School District Determinations

School Districts

- Meets Requirements
- Needs Assistance (Year 1)
- Needs Assistance (Year 2)
- Needs Assistance (Year 3)
- Needs Assistance (Year 4)
- Needs Assistance (Year 5)

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Child Find - Initial Evaluations

Legend

⬛ (dark red)	61.90% – 66.67%
🟥 (red)	66.67% – 85.71%
🟥 (bright red)	85.71% – 94.12%
🟪 (pink)	94.12% – 99.99%
🟩 (green)	100%

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Least Restrictive Environment Separate Facilities

Legend
- 0.00% – 1.62%
- 1.63% – 3.20%
- 3.21% – 9.32%
- 9.33% – 18.82%

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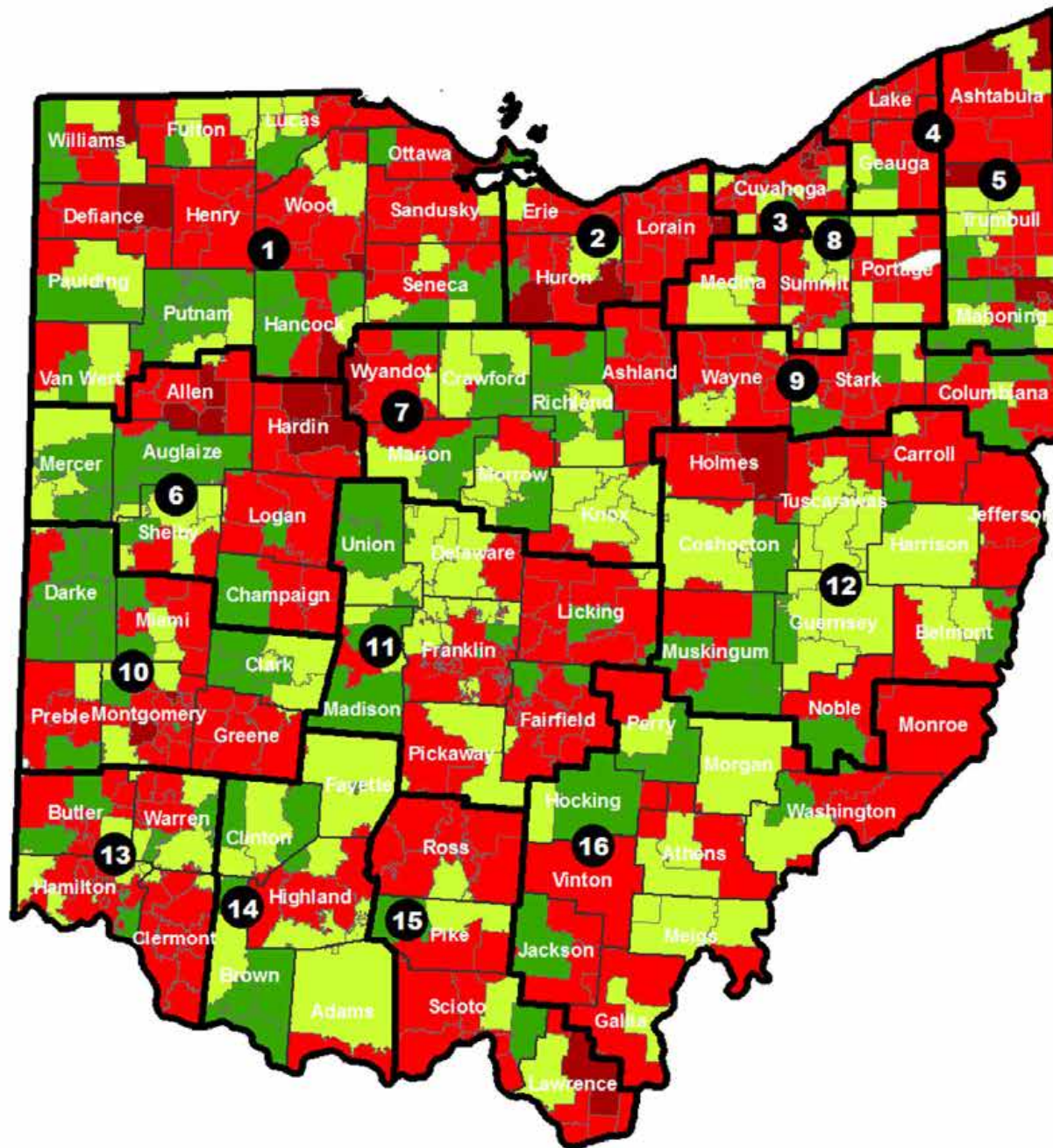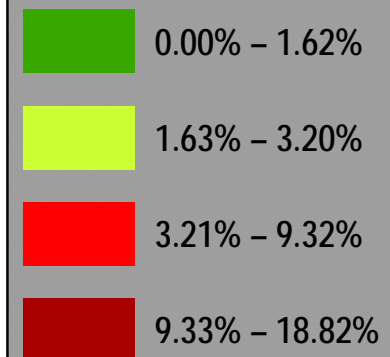
AYP Math Proficiency Rate

Legend

■	0.00% – 25.93%
■	25.94% – 41.86%
■	41.87% – 55.10%
■	55.11% – 68.42%
■	68.43% – 90.89%
■	90.90% – 100%

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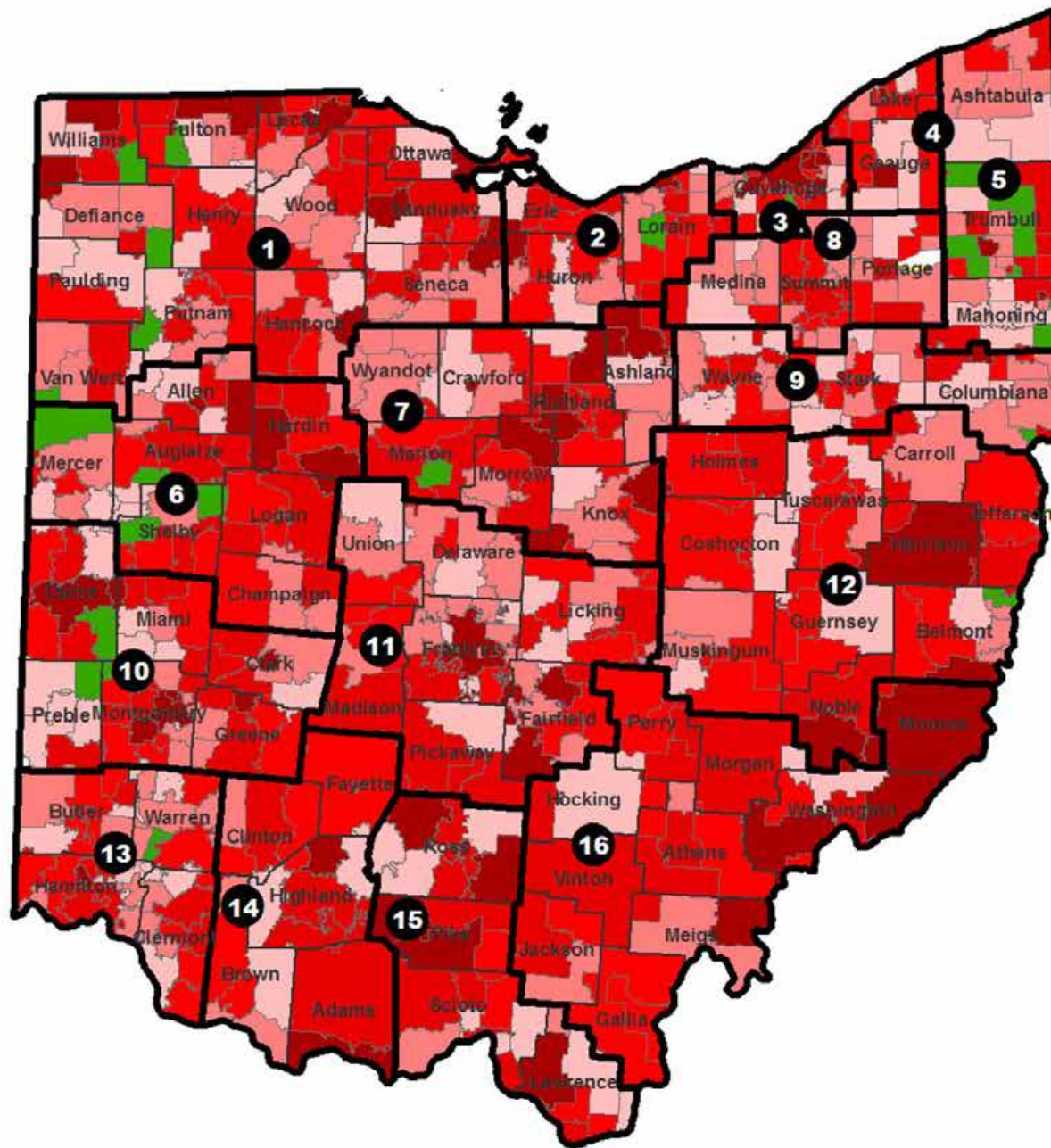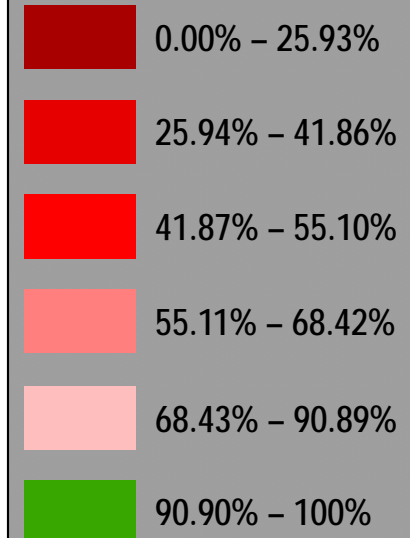
AYP Reading Proficiency Rate

Legend

	0.00% – 38.64%
	38.65% – 55.81%
	55.82% – 69.39%
	69.40% – 80.82%
	80.83% – 93.99%
	94.00% – 100%

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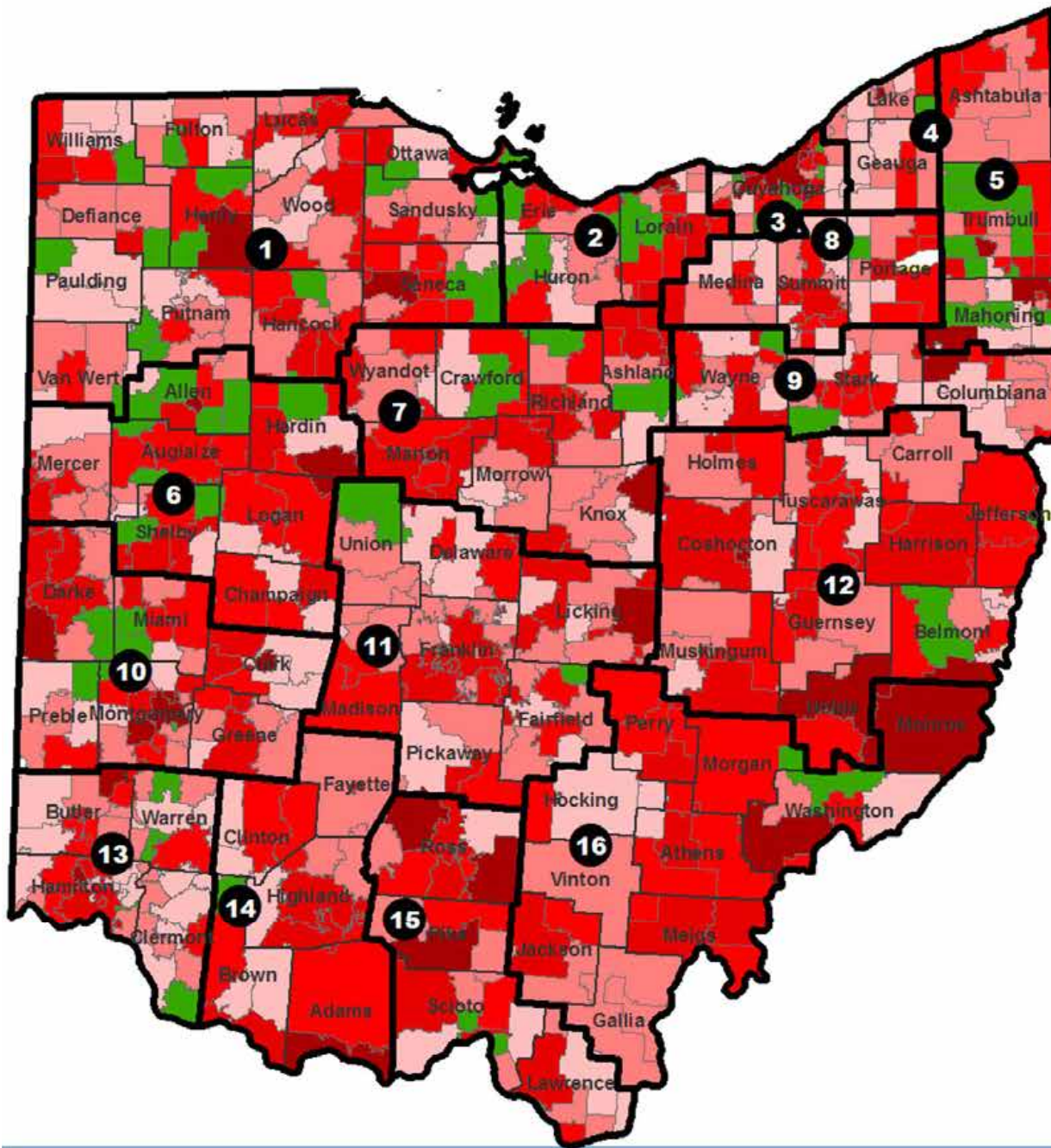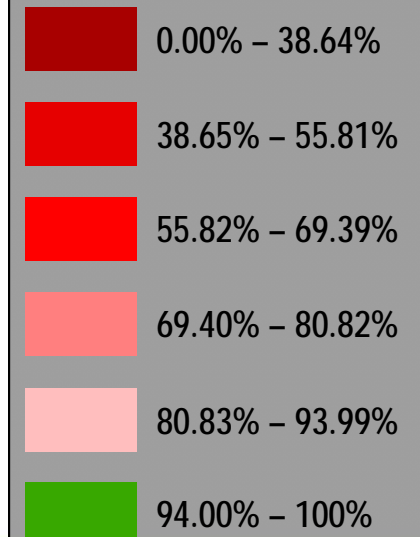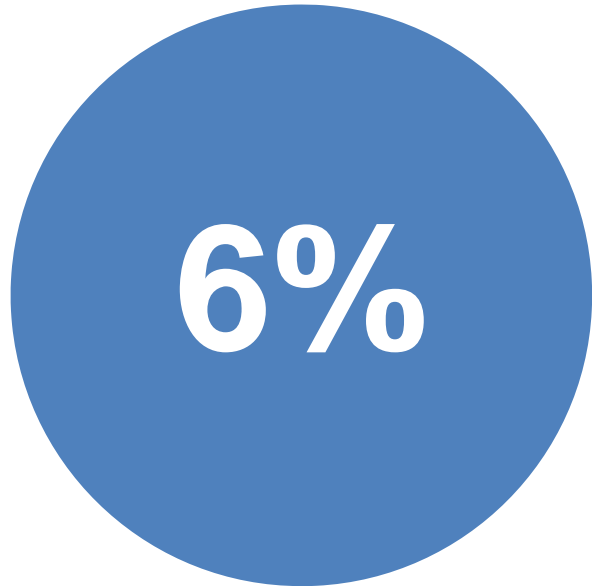
Discipline

6% Overall reduction in the number of students suspended or expelled

Discipline

20%

Decrease in removals of more than 10 days for students identified with specific learning disabilities and intellectual disabilities

Discipline

20%

Decrease in removals of 2 – 10 days for students identified with other health impairments and hearing disabilities.

Restraint and Seclusion: Preliminary Data

Used more frequently with students who have disabilities than non-disabled peers

Number of incidents of restraint and seclusion is based on multiple incidents with the same students

Outcomes of incidents of restraint and seclusion

Students With Disabilities Exiting School

	2014	% Change from 2013
Dropout	2742	**-21.52%**
Regular Diploma	7676	0.05%
Received Certificate	5898	20.20%
Aged out	48	17.07%

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State Systemic Improvement Plan: *The Purpose*

Increase **capacity** to implement, scale up, and sustain evidence-based practices.

Improve **results** for children with disabilities (and their families).

State Systemic Improvement Plan: *Activities*

Year 1 Delivered by April 2015	Year 2 Delivered by February 2016	Years 3-6 Delivered Feb 2017- 2020
Phase I – Analysis	Phase II – Plan	Phase III – Evaluation
1) Data analysis 2) Infrastructure analysis 3) Focus area 4) Improvement strategies 5) Theory of action	1) Infrastructure development 2) Support for school implementation 3) Evaluation	Report implementation progress

Recent Concerns: Evaluations

Achievement testing required in all reevaluations? **NO**

Reevaluation Planning requires formal meeting with all members? **NO**

Required to send draft Evaluation Team Report prior to reevaluation meeting? **NO**

More Evaluation Concerns

Parent must receive a copy of the Evaluation Team Report at the meeting?

NO - 14 days or prior to Evaluation Team Report meeting still applies

More Evaluation Concerns

Required to offer multiple Evaluation Team Report meetings with multiple invitations?

NO – But three procedurally correct invitations

Evaluation Concern: MD Identification

1. Concomitant impairments (excluding LD)
2. Severe educational needs – beyond solo program
3. Severe or profound deficit – communication or adaptive behavior
4. MD program considered is least restrictive alternative
5. All of the above

RTI Action Network

www.rtinetwork.org

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School Climate and Academic Achievement

Growing evidence that school climate has a significant effect upon academic performance

Supporting Positive Outcomes

Combined Academic and Behavioral Multi-Tiered Systems of Support

PreK – 3 Social Emotional Standards
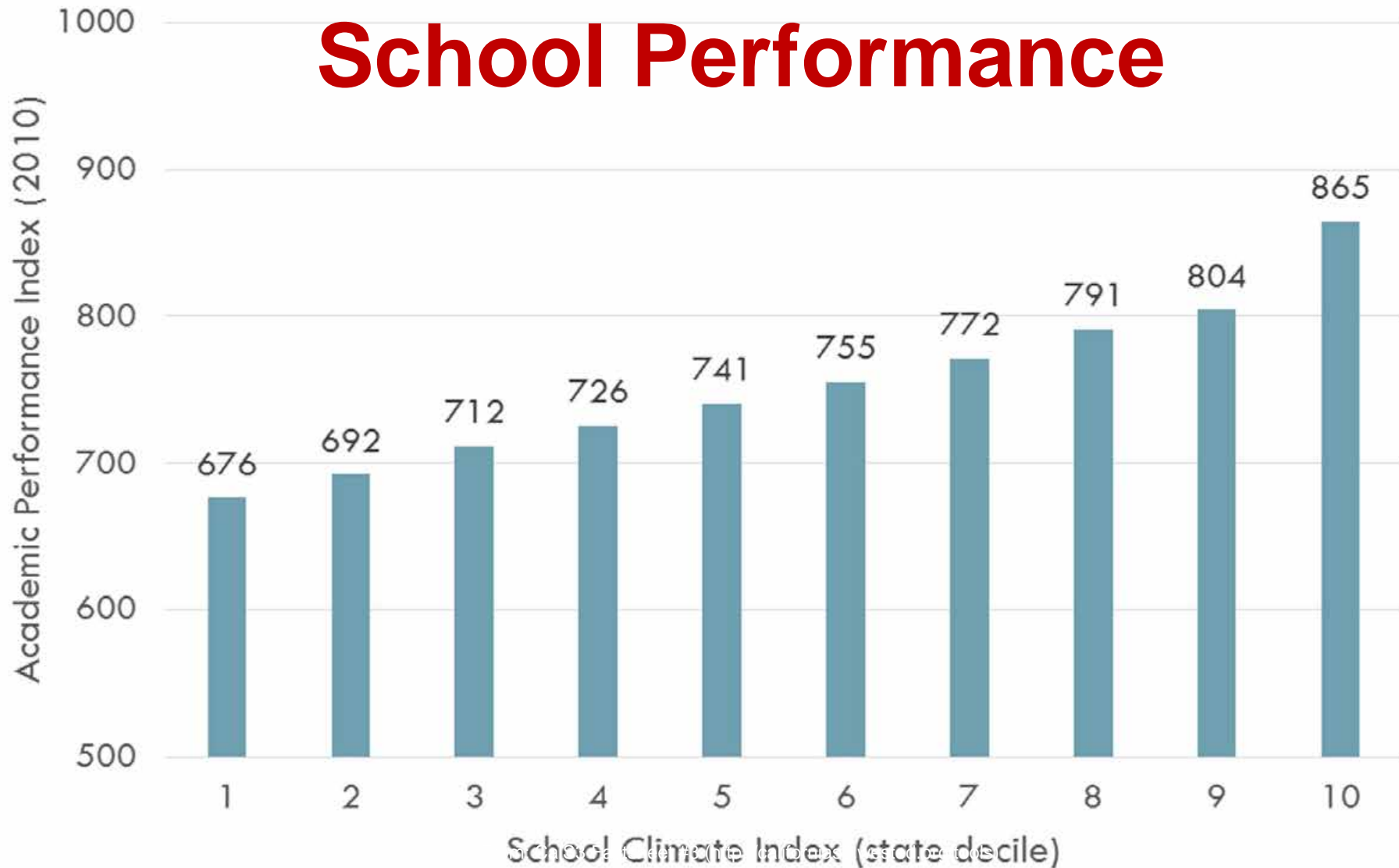
Supporting Positive Outcomes

Restraint and Seclusion and PBIS Rule

Dropout Prevention and Recovery

Transition Planning & Post-Secondary Outcomes

Data to Support EWS
Koenitzer et.al. PBIS Forum 2014

Early Warning Systems (EWS)
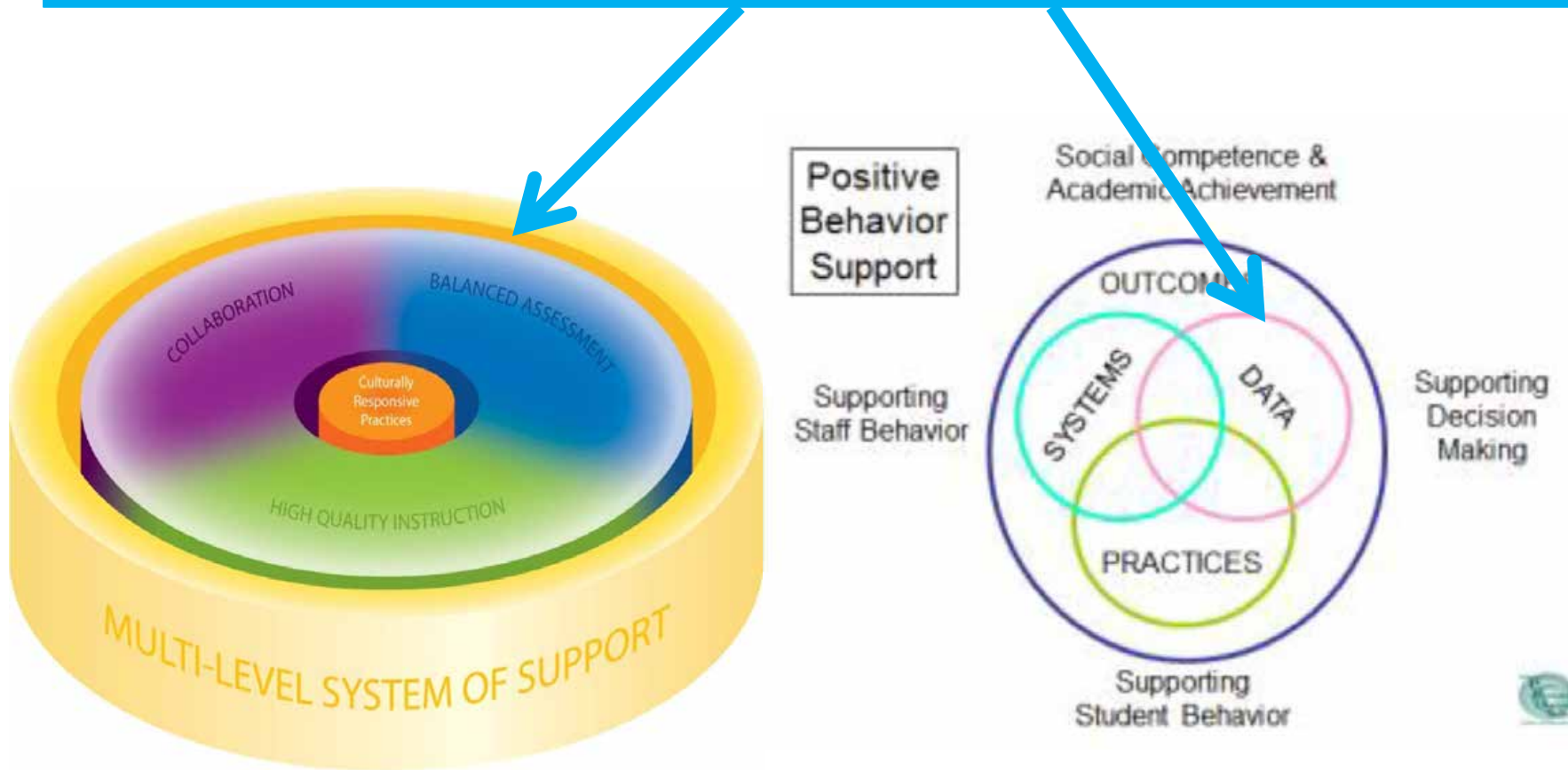
Early Warning Systems

Rely on readily available existing data at the school

- Predict which students are at-risk for dropping out of high school or not moving to next level
- Target resources to support off-track students while they are still in school, before they drop out

Early Warning Systems

Rely on readily available existing data at the school

- Predict students who are not performing up to ability or are not college and career ready
- Examine patterns and identify school climate issues

Use of Existing Data

How do we identify students who are not likely to graduate?

How do we identify students who are not college and career ready?

Unified Assessment of Risk

Attendance

- **Attendance/tardies**
- **Chronic absenteeism**
- Mobility
- Engagement
- Participation

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Unified Assessment of Risk

Behavior
Social-Emotional

- **Office referrals**
- **Suspensions**
- Behavioral screening
- Internalizing behaviors

- Developmental assets
- At-risk support
- Behavioral plan
- Family stressors

Unified Assessment of Risk

Coursework

- **Academic screening**
- **Common assessments**
- **Standardized testing**
- **Grades**

- **Retention**
- Accelerated learning
- Interventions, Title I
- Head Start, Summer School

Mental Health First Aid

Now is the Time: Project Aware SAMHSA Grant

Being initiated on a national level
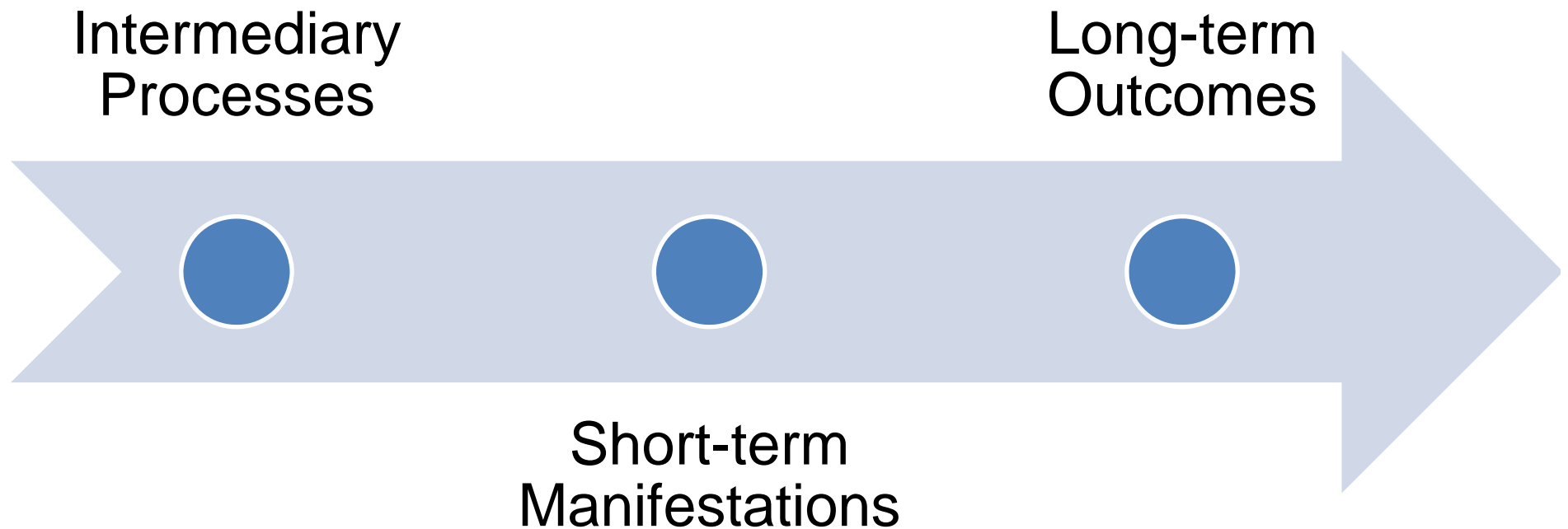
Why Prevention?
Escalation of Drug Use During the Teen Years

2/2014

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Substance Use, Mental Health and Student Outcomes

Intermediary Processes

Long-term Outcomes

Short-term Manifestations

Persistent Marijuana Users Show A Significant IQ Drop between Childhood and Midlife
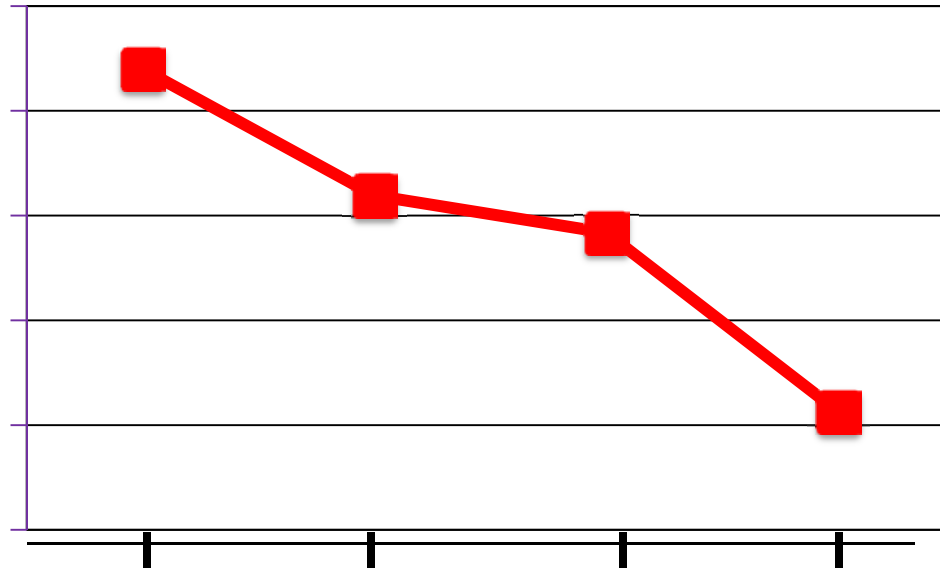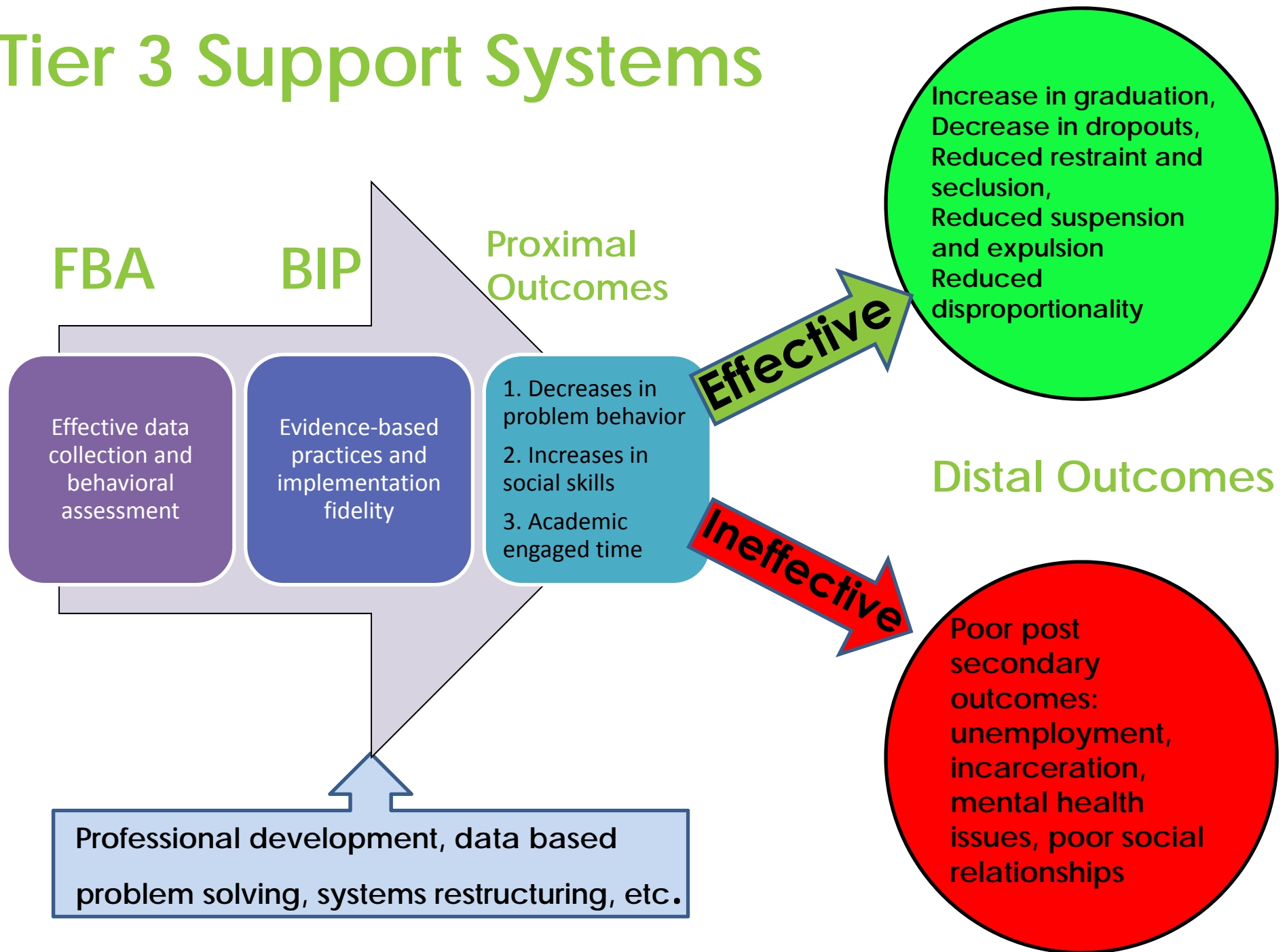
[Compton, W. (2014, June 10). Drug Abuse/Addiction Prevention: Good for Educational Outcomes? *Academic Achievement Forum*.]

Tier 3 Support Systems

FBA

BIP

Proximal Outcomes

Effective data collection and behavioral assessment

Evidence-based practices and implementation fidelity

1. Decreases in problem behavior
2. Increases in social skills
3. Academic engaged time

Effective

Ineffective

Increase in graduation, Decrease in dropouts, Reduced restraint and seclusion, Reduced suspension and expulsion Reduced disproportionality

Distal Outcomes

Poor post secondary outcomes: unemployment, incarceration, mental health issues, poor social relationships

Professional development, data based problem solving, systems restructuring, etc.

education.ohio.gov

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