The 11 District Plan

OHIO DEPARTMENT OF EDUCATION

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Background

On March 2, 2020, the United States District Court, Southern District of Ohio, Eastern Division approved a settlement agreement between John Doe, et al. and the State of Ohio in Case No. 2:91-cv-464 ("settlement agreement"). The parties have agreed that in the decades after the filing of this lawsuit, significant progress has been made in educating students with disabilities in the least restrictive environment (LRE) and in improving the graduation rates of students with disabilities. The parties have further agreed that additional focus and supports are necessary to improve the outcomes for students with disabilities in 11 specified school districts.

The settlement agreement requires the Ohio Department of Education, Office for Exceptional Children to provide additional supports to the public school districts in Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, East Cleveland, Lima, Toledo, Youngstown and Zanesville (the "11 Districts"). Tiered support will be provided through collaborative partnerships with Ohio's regional state support teams. The identified areas of need outlined in this plan will be addressed in a targeted manner and will be comprehensive.

An important part of the development and implementation of the 11 District Plan includes partnering with internal and external stakeholders in developing and implementing the Department's plan for improving the education and outcomes of students with disabilities, Each Child Means Each Child. Each Child Means Each Child was developed from feedback, research and information gathered from across the agency as well as from general education and special education teachers, administrators and service providers. The recommendations and action steps are organized into three areas: developing a state framework for a multi-tiered system of supports (MTSS), professional learning and postsecondary outcomes. Each Child Means Each Child is a companion piece to the Ohio strategic plan – *Each Child, Our Future*.

Focus of the 11 District Plan

The settlement requires that the 11 District Plan includes 14 specific areas of content and objectives. The plan is designed to improve the rate of achievement for the 11 Districts in areas specifically identified for improvement in the Special Education Profiles published by the Department: graduation rates (Indicator 1), reading and mathematics achievement rates (Indicator 3c), numbers of students enrolled successfully in general education classrooms (Indicator 5a) and postsecondary outcomes for students with disabilities (Indicator 14).

The plan is not intended to address all aspects of special education as defined in the Individuals with Disabilities Education Act (IDEA), nor to include all necessary state, regional or district responsibilities and actions. Furthermore, equitable policies aligned with the Whole Child Framework, practices and procedures for all students with disabilities that consider demographic factors such as race, gender and socio-economic status should guide the work occurring in the 11 Districts.

11 District Advisory Group

The settlement agreement provides for the development of an 11 District Advisory Group. The advisory group's role is twofold:

(1) Offer guidance to the Department in developing the plan;
(2) Review and provide advice regarding implementation of the plan.

The advisory group's function is to advise and provide feedback on the creation, implementation and evaluation of the 11 District Plan aimed at improving educational outcomes for students across the 11 targeted school districts. The group consists of members from the Ohio Department of Education and advisors appointed by the parties to the settlement agreement. No less than seven members constitute the advisory group, which will include three expert advisors (two designated by the plaintiffs and one designated by the Department), the senior executive director and executive director of the Center for Student Supports, the director of the Office for Exceptional Children, associate directors of the Office for Exceptional Children and the assistant director of the Urban Support Team. The 11 District Advisory Group meets at least quarterly to discuss development of the plan, its implementation and possible modifications between March 2020 and March 2025.

Management and Feedback Structure

The Office for Exceptional Children's Urban Support Team leads the work of the 11 District Plan, working collaboratively with regional state support teams and (where applicable) to guide and support the districts on implementation of action items. The team is led by an assistant director and will have educational program specialists assigned to each of the 11 Districts.

Structures to support implementation of the 11 District Plan include the following:

11 District Advisory Group

This group is described above. It has met quarterly since March 2020 to advise in developing the Department's plan. Quarterly meetings are scheduled through 2024-2025 and will include reviewing progress made by state, regional and district teams as well as the fidelity of plan implementation.

The Department's Internal 11 District Planning and Implementation Team

The Department's internal planning and implementation team consists of the director, associate directors and assistant director for urban support and program administrator of the Office for Exceptional Children, representatives from the Office of Early Learning and School Readiness, the Office of Chief Legal Counsel and the senior executive director and executive director for the Center for Student Supports. The team will continue to meet monthly to facilitate planning and review action items and data to determine the fidelity of implementing the plan. The team will lead implementation of the 11 District Plan, provide oversight and recommend midcourse changes needed to improve district outcomes. The team will facilitate continuous communication and feedback loops among state support teams, sharing information, resources and ensuring consistent implementation across the 11 Districts. Information regarding additional processes used by the Department's internal 11 District team for ensuring implementation and student impact can be found in the Sanctions section of the plan.

State Advisory Panel for Exceptional Children

The State Advisory Panel for Exceptional Children is an external advisory group consisting of parents of children with disabilities, individuals with disabilities and agency representatives as required by IDEA (34 C.F.R Part 300.167-300.169). The panel provides input on the State Performance Plan/Annual Performance Report indicator measures, reviews the overall progress made by the 11

Districts and recommends activities designed to work with families of students served by the 11 Districts.

Department's Urban Support Team

The Urban Support Team is comprised of an assistant director and an educational program specialist assigned to each of the 11 districts. The Urban Support Team communicates and collaborates with Department offices, state support teams and educational service centers (where applicable) on the implementation of the 11 District Plan. Department offices supporting the plan include Early Learning and School Readiness, Improvement and Innovation, Rural Liaison, Educator Effectiveness, Approaches to Teaching and Professional Learning, Learning and Instructional Strategies, Intensive Supports, Integrated Student Supports, Career-Technical Education and Federal Programs. The Urban Support Team provides a direct connection to each of the 11 Districts by supporting district leadership, school building leadership and teacher-based teams focused on improvement processes targeting implementation of evidence-based practices.

State Support Teams

These teams are part of the state's system of support in the areas of early childhood education, continuous improvement, literacy and the education of students with disabilities. In conjunction with support already provided, state support teams represent the regional infrastructure that works in conjunction with Urban Support Team to support the 11 Districts with implementation of their improvement plan (the One Plan). The One Plan includes the requirements of the 11 District Plan. Together, state support teams assist in building district capacity in the following areas: language and literacy; Positive Behavioral Interventions and Supports (PBIS); selection and implementation support for evidence-based practices; secondary transition; special education co-teaching; universal design for learning; and explicit and tiered instructional practices, all within a continuous improvement process structure and the Ohio Improvement Process. State support teams provide professional learning and technical guidance to district teams to put into action a robust districtwide multitiered system of support and implement special education procedures and practices consistent with special education law.

State support team consultants work in collaboration with the Urban Support Team and the urban literacy specialist assigned to each district. The table in Appendix B provides an example of the staff and expertise available to each district.

District Leadership Team

School districts engage in shared leadership activities at the district, building and staff levels. Teams at each level share responsibility for student achievement with a systemwide improvement focus. This shared decision making empowers staff to contribute to purposeful choices and distribution of resources. Feedback loops, such as two-way communication that assists in the collection and analysis of data, will be a critical component in determining levels of support and barriers to implementation of their plan. District leadership teams will include the district director of special education.

Continuous Improvement Process

The Ohio Improvement Process (OIP) is a five step continuous improvement process and is the overarching framework supporting the 11 District Plan. It involves a team-based approach that assists Districts in developing and implementing their improvement plans. The process follows a plan-do-study-act model foundational to systemic and sustainable change. This continuous improvement pathway provides districts with a template through which focused and intentional action can take place. It brings educators together through collaborative team structures to learn from each other, and facilitates communication and decision-making between and across levels of the system (district, central office, school, grade levels, content areas, classrooms). At the core of the OIP, the team structures form peer-to-peer networks, giving more participants a voice and allowing for the inclusion of multiple perspectives in guiding each district's journey toward organizational learning and continuous improvement. This improvement process is iterative and cyclical. The graphic illustrates the six components of the OIP: Support Implementation; Identify Critical Needs; Research and Select Evidence-Based Strategies; Plan for Implementation; Implement and Monitor; and Examine, Reflect, Adjust.
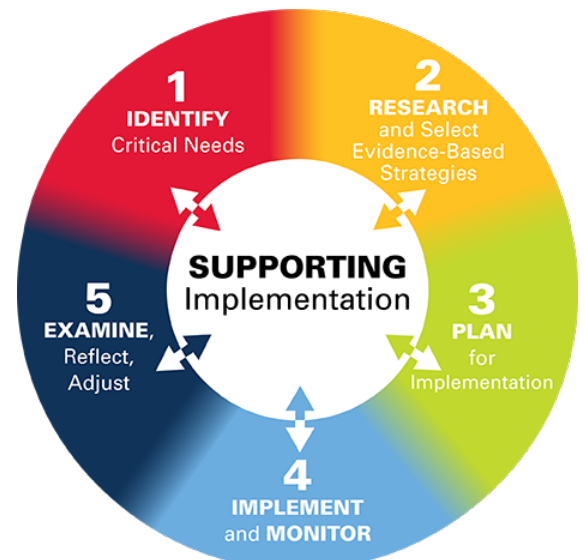
Ohio Improvement Process

Supporting Implementation: Supporting implementation through the OIP lays the foundation for sustainable change. Supporting implementation consists of setting up the collaborative teams and processes districts and schools need to identify, research, plan, implement, monitor and examine their improvement efforts. It also includes the communication and engagement, decision-making and resource management efforts that thread through the process.

Supporting the implementation of each OIP step consists of:
- Establishing and aligning core beliefs, which include non-negotiables involving equitable access;
- Setting up collaborative implementation teams that are inclusive of personnel from the district, school and teacher levels including intervention specialists, related services specialists and central office administration from offices serving diverse student populations;
- Identifying members and responsibilities of the district leadership team, building leadership team(s) and teacher-based teams to accomplish:
  - Shared leadership;
  - Communication and engagement;
  - Purposeful decision-making.
- Two-way communication with both internal and external partners including parents, staff, community business, support agencies, institutions of higher education, local school board members and educational union representation. Tools to assist with engaging with parents and community include the Ohio Local Stakeholders Engagement Toolkit and the Ohio Community Collaboration Model for School Improvement.

Step 1: Identify Critical Need: Regional state support teams work with district planning teams to collect and analyze data related to the content and objectives specified in the settlement agreement including the following: reading and mathematics achievement – Indicator 3c; graduation rate – Indicator 1; secondary transition – Indicator 14; special education placements (LRE) – Indicator 5a; and other areas determined by district data. The analysis of data should be part of each district's comprehensive One Needs Assessment. During this process, district teams are encouraged to use root cause analyses to identify gaps in performance and identify underlying issues, with in the control of the district, that contribute to the problem. Priority issues outlined in each district improvement plan will be addressed through professional learning and coaching strategies, guidance and technical assistance from regional support teams in collaboration with district leadership, district coaches or other experts procured by the district.

Step 2: Research and Select Evidence-Based Strategies: Through critical analysis of data, districts, with assistance from regional state support teams, will prioritize critical needs and research evidence-based strategies that address priority areas. Evidence-based strategies help the collaborative teams determine effective and efficient approaches that impact district and building practices, change adult behaviors, align with student needs and improve student achievement.

Step 3: Plan for Implementation: District teams, with guidance and assistance from regional state support teams, develop an improvement plan based on the priorities identified in Step 1. Districts are encouraged to consider the availability of financial resources, staff capacity and student needs when prioritizing areas addressed in the improvement plan. District teams will develop a plan with a limited number of SMART (specific, measurable, attainable, relevant and timely) goals that incorporate focused, evidence-based strategies, a monitoring process and action steps that delineate the target audience, activities and expected performance outcomes. The process promotes creating a multi-year plan (One Plan) allowing the district to stagger implementation over time, review longitudinal data to determine impact, make mid-course corrections and effectively transition through the stages of implementation. As each district considers its long-term plan, it must consider how to build capacity over time to allow for full implementation.   A comprehensive improvement plan includes internal and external partners such as community organization and institutions of higher education not only as part of the plan but part of the team used to design the plan.

Step 4: Implementation and Monitoring: Regional state support teams assist and support district teams to actively carry out the design and action steps of the plan. Regional teams will provide support, professional learning and technical assistance as district staff learn new skills and practices. The new knowledge and skills will be applied to system processes and classroom settings. Monitoring, observations, coaching and technical support provide opportunities for continued learning and feedback. Internal monitoring should be done at the district, school and teacher-based team levels. This monitoring process includes internal district, building and teacher teams using data from standardized tools such as those in the 11 District Plan objective as well as those directly aligned to evidence-based strategies identified in the district's multi-year plan.

Step 5: Examine, Reflect, Adjust: Regional state support teams and district teams convene at least quarterly for districts, monthly for schools and at least twice a month for teacher level teams. Data collection, review and analysis provide opportunities to assess implementation and adult practices

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and determine the plan's impact on student outcomes. Continued communication with internal and external partners is critical throughout the five-step process including in determination and communication of plan adjustments and successes.

State Plan Review and Modification

The Department's Internal 11 District Planning and Implementation Team, using the Ohio Improvement Process, will convene monthly to discuss the progress of regional support and district plan implementation. In addition, the Urban Support Team will meet with regional teams at least quarterly to gain insight on what is working well and to discuss areas to strengthen. The Urban Support Team may also meet quarterly with the leadership team in each of the 11 Districts to plan, discuss progress and address issues related to implementing the district improvement plan. These periodic planning meetings provide an opportunity for the Department to actively engage stakeholders and maintain a positive working relationship with regional and district staff.

The Department's Internal 11 District Planning and Implementation Team, Urban Support Team and state support teams will utilize robust practice-to-policy feedback loops to help identify implementation barriers and successes that promote a highly aligned system (Active Implementation Hub, n.d.). The practice-to-policy feedback loops maintain ongoing communication between those who develop and enact policies at the state and regional levels and those who are implementing the evidence-based practices at the local level. The Department learns from partners at the regional and district level about facets of the plan that support and facilitate effective implementation and about aspects that should be modified to address barriers and challenges to regional, district, classroom and student success.

The Department's Internal 11 District Planning and Implementation Team uses a timeline for district plan review over the five years agreed to in the settlement. In Table 1, marked spaces indicate the year in which the activity takes place. Beginning with the 2019-2020 school year, the Department assigned each of the 11 Districts to one of three cohorts.

TABLE 1: Timeline and Process Activities for 11 District Plan Review					
Process Activities	Due Dates				
	Year 1 (2020 – 2021)	Year 2 (2021 – 2022)	Year 3 (2022 – 2023)	Year 4 (2023 – 2024)	Year 5 (2024 – 2025)
Training for plan development process (including needs assessment and root cause analysis)	X				
Coaching and individual district supports for plan development	X				
Examination of baseline data for plan development	X				
Conduct One Needs Assessment or revision by cohort		X	X	X	X
District plans created by cohort:		X Pilot & Cohort 1 (revisions)	X Pilot & Cohort 1 & 2	X Cohort 1 X	X Cohort 2 X

Pilot: Toledo, Akron, East Cleveland, Youngstown Cohort 1: Canton, Cincinnati, Cleveland, Zanesville Cohort 2: Columbus, Dayton Cohort 3: Lima, pilot districts		X Cohort 2 Three year X Cohort 3 One year	(revisions) X Cohort 3 Three year	Cohort 2 & 3 (revisions)	Cohort 1 & 3 (revisions)
Plans reviewed by Department and regional supports		X			
Plan implementation monitoring		X	X	X	X
Feedback to districts on plan implementation			X	X	X
Updates made to plans by districts			X	X	X
Plan updates reviewed by Department and regional supports			X	X	X
Reports on progress toward plan goals			X	X	X
Training deployed for plan revisions			X	X–as needed or upon request	X–as needed or upon request
Coaching and individual district supports for plan monitoring, revisions and updates using reports on progress toward plan goals		X	X	X	X
Reports from districts on sustainability plan and continued progress toward targets/goals			X	X	X
Evaluation of sustainability plans by Department and regional supports					X

Plan Objectives – Support and Intervention

The Department, state support teams and educational service centers (where applicable) will provide professional learning, coaching and implementation support as well as technical assistance in the following areas. Each objective includes activities at the state, regional and district level along with adult and student outcomes.

Objective 1 Language and literacy
Objective 2 Professional learning for Individualized Education Program (IEP) supports and services
Objective 3 Professional learning for leadership and teachers
Objective 4 Positive Behavioral Intervention and Supports

Objective 1 – Language and Literacy Development
Increase the focus on **language and literacy development** and skills for all students, particularly for students with disabilities, at all grade levels. Districts with an increased focus on language and literacy will develop a greater understanding of the foundations of reading and how those are implemented at different grade levels to assist students in becoming proficient readers.

Overview
To promote the mastery of age-appropriate language and literacy skills at the earliest stages of a child's academic experience, Ohio enacted the Third Grade Reading Guarantee (Ohio Revised Code 3313.608) in 2012. This law requires all districts and schools to screen K-3 students to determine whether they are on track to read at grade level by third grade. Each learner identified as not on track receives a Reading Improvement and Monitoring Plan to individualize reading instruction based on identified needs. This includes students with an individualized education program, or IEP. The services provided through these plans must be evidence-based and assist the student in progress toward reading proficiency. As part of Ohio's Plan to Raise Literacy Achievement, the Ohio Department of Education is updating guidance and resources for these plans to reflect the latest research and evidence-based strategies to support reading instruction and intervention. The alignment between Ohio's Plan to Raise Literacy Achievement and Third Grade Reading Guarantee legislation reflects an MTSS meeting the needs of all learners. Ohio's goal is to build the capacity of educators and other partners to implement research-supported language and literacy development instructional practices.

Supporting Structures and Action Items at State and Regional Level
The state and region will take, or have already taken, a number of actions.
- **Ohio Department of Education literacy unit:** Developing a literacy unit in the Office of Approaches to Teaching and Professional Learning. This office employs literacy specialists representing birth to school-entry, elementary, intermediate and high school.
- **Ohio Department of Education single point of contact:** Identifying a single point of contact to serve as the liaison for the urban literacy members of state support teams.
- **Educational service center and state support team staff training:** Providing professional learning and support services to educational service centers, where applicable, and state support teams through the State Literacy Network;
- **Regional leads and specialists:** Providing two Ohio literacy lead positions and two adolescent literacy specialists at the regional level.
- **Urban literacy specialists:** Adding 11 dedicated urban literacy specialists within the state support teams, one for each of the 11 Districts.
- **Early childhood literacy guide:** The Office of Early Learning and School Readiness and the Office of Approaches to Teaching and Professional Learning will create Ohio's Ready Schools Guide for Language and Literacy: A Partnership Approach, a guide for early childhood entities working with local schools.

Supporting Structures and Action Items: District, School and Classroom

The Department will expect each district to take a number of actions.

- **Improvement approach:** The district will create and monitor structures that include processes and tools for the following:
  - Identifying learner literacy needs;
  - Identifying root causes;
  - Setting goals;
  - Utilizing literacy evidence-based strategies learned through the regional professional learning series;
  - Engaging in implementation of literacy efforts;
  - Implementing a continuous improvement process;
  - Monitoring continuous improvement of the instructional teaching of literacy and student growth.
- **Process refinement:** District teams will engage in continued analysis and reflection to examine progress toward goals. Adjustments of the goals, strategies or action steps may be needed based on these results.

The Department will expect each school to take the following actions.

- **Improvement structures:** As a part of the district continuous improvement structure, schools will maintain a building leadership team and teacher-based teams that will support preK-12 literacy instruction.

The Department will expect classroom staff to take the following actions.

- **Effective implementation:** Based on recommendations and information gained through district and building teams implementation of the Ohio Improvement Process, teachers will implement evidence-based literacy strategies in the classroom and collect data. This information will be analyzed through the district improvement process.

Expected Outcomes for Adult Implementation

The following are expected outcomes for adults at the state and regional level.

- **System coaching:** Adults will provide system level coaching at the district, school and teacher level.
- **Content coaching:** Adults will provide content coaching aligned with Ohio's Plan to Raise Literacy Achievement.
- **Supporting district educators:** Urban literacy specialists and internal district coaches will use the knowledge and skills they have gained during professional learning opportunities to support district educators.

The following are expected outcomes from adults at the district level.

- **Implementation measurement:** The district will utilize a consistent set of implementation measurement tools to assess what educators understand about the language and literacy needs of students.
- **Content mastery:** District educators will demonstrate mastery of content at their levels following the educational cascade through professional learning, pre- and post-professional learning assessment and as observed through ongoing coaching.

- **MTSS implementation:** School team members will demonstrate competent usage and interpretation of screeners, informal diagnostics, instructional decision-making and progress monitoring within an MTSS framework.
- **Shared leadership:** School and district teams will monitor application of knowledge and skills in the classroom based on district plan design. They will support development and refining of shared leadership structures at the district, building and teacher levels. The goal is to provide shared accountability for data-driven strategic planning that guides the action steps of a proactive continuum of early literacy and language core instruction and interventions.
- **Walk-throughs:** School teams will conduct walk-throughs that focus on reviews of evidence that demonstrate the implementation of instructional practices. A district walk-through tool will be developed to assess fidelity and consistency and identify additional professional learning for improvement.
- **Data dashboard:** The data dashboard will be used to capture coaching data and implementation data and note progress of skills learned.

Expected Outcomes for Students

- **Graduation rate:** The graduation rate of students with disabilities will improve.
- **Reading and mathematics proficiency:** Performance on Indicator 3c: reading proficiency and mathematics proficiency rates will improve for students with disabilities.
- **Postschool outcomes:** Performance on Indicator 14: postschool outcomes will improve.
- **Increase LRE percentage:** The percentage of students with disabilities receiving special education services in their LRE will increase.
- **Literacy achievement:** Language and literacy achievement rates for students with disabilities will improve.
- **Report card measures:** K-3 literacy measures on the state report card as well as the gap closing measure will improve for students with disabilities.

Timelines

The timeline for implementing support structures and action items at the state level and regional level can be found in Appendix D. As part of the plan creation and district review process, each of the 11 Districts will determine their specific timelines for implementation of support structures and action items identified above.

Objective 2 – Professional Learning for IEP Supports and Services

Provide additional **professional learning activities and technical support to IEP** teams in the 11 Districts to ensure students receive the necessary supports which are made on an individual basis and services pursuant to the requirements of the IDEA.

Overview

With the assistance and support of state support team consultants, the 11 Districts will analyze needs from existing data (such as data from previous or existing corrective actions; improvement plans with the Office of Exceptional Children; discipline data; and students with disability achievement data) and prioritize areas in which professional learning should be provided. In collaboration with the Department, state support teams will create tiered training plans for professional learning topics in

each district based on identified focus areas and levels of need for all educators. A professional learning plan embedded within the continuous improvement plan will be developed to assist with the fidelity of training, completion of action steps and utilization of coaching that supports ongoing application of new practices or skills acquired in training.

Supporting Structures and Action Items at State and Regional Level

The state and region will take, or have already taken, the following actions.

- **Compliance professional learning:** The Department will continue to provide training and guidance to state support teams and educational service centers, where applicable, on varying topics related to compliance practices and procedures.
- **Data driven professional learning:** The Department, using data from the Urban Support Team and state support teams, will modify or provide additional professional learning.
- **Identification of areas of need:** The Department, using data from the Urban Support Team and state support teams, will determine areas of concern regarding alignment of supports and tiered professional learning to meet individual district needs.
- **Updated Learning Management System:** The Department will provide updates to the Learning Management System and universal support materials via the Department website.

The region will take, or has already taken, the following actions.

- **Compliant IEP implementation:** The state support teams and educational service centers, where applicable, will utilize the department's special education self-review tool to teach district special education supervisors how to review IEPs and observe for proper implementation.
- **Collaboration with professional organizations:** The state support teams and educational service centers, where applicable, will collaborate with related service associations and other educational organizations to meet the learning needs of related service providers.
- **Prioritization of needs:** The state support teams, in collaboration with the Urban Support Team, will facilitate the use of the tiered fidelity inventory and work in conjunction with the district to prioritize areas of need in their One Plan. Training will be tiered based on each district's needs rather than a universal training for all districts.
- **Improvement planning:** The state support team and educational service center, in collaboration with the Urban Support Team, will work with the district to develop a continuous improvement plan including professional learning (facilitation, follow-up and coaching).
- **District support:** The state support team and educational service center, in collaboration with the Urban Support Team, will assist the district in:
  - Evaluating the effectiveness of professional learning;
  - Determining specific areas that require follow-up training or coaching;
  - Tracking the number of professional learning opportunities provided to districts.

Supporting Structures and Action Items: District, School and Classroom

The Department expects that the district will take the following actions.

- **Processes and procedures:** The district, with assistance from regional state support teams, will develop processes and procedures that provide a systematic structure of support for students with disabilities which includes data being shared vertically from teacher-based teams to building leadership teams to the district leadership team.

- **Systemic approach:** The processes and procedures developed will assist the district in developing tools that examine quality assurance for evaluations, evaluation team reports and IEPs including:
  - Processes and tools to support the special education director with quality assurance checks of IEPs;
  - Observation tools that promote implementation of IEP supports;
  - Accommodations and strategies as well as specially designed instruction.
- **Implementation of interventions:** The special education director and building principals will identify educator needs concerning the implementation of IEP interventions and specially designed instruction. These administrators will:
  - Identify and establish training goals for educators based on examination of IEPs and implementation efforts;
  - Identify appropriate delivery of supports to educators such as coaching or direct professional learning;
  - Develop continuous improvement plans and monitor continuous improvement.
- **Data analysis:** The district will support critical professional learning needs as identified through the analysis of current data.
- **Identification of areas of need:** The district will use staff survey results, observations from walk-throughs and quality assurance results to determine professional learning needs.
- **Evidence-based interventions:** The district collaborative teams will select evidence-based interventions and supports aligned to identified root cause(s) to improve outcomes for students with disabilities.
- **Comprehensive plan:** The district collaborative teams will create, in conjunction with the state support team and the Urban Support Team, a comprehensive plan which will include: SMART goals; strategies and action steps and appropriate professional learning; and modeling and coaching based on need. In addition, the plan will include specific steps for identifying professional learning for IEP teams:
  - Begin with preassessment to gather baseline knowledge;
  - Identify who will be trained, content of the training and what action steps the trainees will take with the material;
  - Administer post-assessment;
  - Create internal monitoring plans to identify what support and coaching trainees will receive.
- **Continuous improvement:** The district's continuous improvement plan will include professional learning, attainment of new skills or knowledge and team collective awareness and coaching to support application of new practices for adults. This must include adequate release time for school staff members to attend training and team time to discuss how implementation will look and the expected impacts.
- **Reflection and adjustment:** The district's collaborative teams will engage in continued analysis and reflection to examine progress in the Ohio Improvement Process and make adjustments as needed based on advancement toward identified goals.

The Department expects that the following actions will be taken by schools.
- **Walk-throughs:** School leaders will conduct walk-throughs and follow the monitoring plan to determine appropriate application and implementation of supports and services on IEPS.
- **Content coaching:** School staff will participate in coaching identified in the continuous improvement plan.

The Department expects that the following actions will be taken in classrooms.

- **Implementation:** Teachers will implement identified training that supports outcomes for students with disabilities and collect data on implementation. This data will be analyzed through the district improvement process.

Expected Outcomes for Adult Implementation

Fidelity of implementation of professional learning will be measured through adult implementation measures and student outcomes. All entities involved in the evaluation of professional learning will utilize a consistent set of implementation measurement tools.

The following are the expected outcomes for adults at the state and regional level.

- **Tool development:** The adults will develop and deliver tiered professional learning opportunities, observation tools and quality assurance tools.
- **Data collection:** The adults will collect training data (such as pre-assessments and post-assessments) relative to professional learning opportunities.

The following are the expected outcomes for adults at the district level.

- **Training completion:** The adults will ensure all staff have adequate time for and receive required training.
- **Collaboration time:** The adults will ensure teams have dedicated collaborative time which supports building of collective efficacy and impact.
- **Plan for learning:** The adults will create a continuous improvement plan including professional learning.

Expected Outcomes for Students

- **Graduation rate:** The graduation rate of students with disabilities will improve.
- **Reading and mathematics proficiency:** Performance on Indicator 3c: reading proficiency and mathematics proficiency rates will improve for students with disabilities.
- **Postschool outcomes:** Performance on Indicator 14: postschool outcomes will improve.
- **Increase LRE percentage:** The percentage of students with disabilities receiving special education services in their Least Restrictive Environment will increase.
- **Literacy achievement:** Language and literacy achievement rates for students with disabilities will improve.
- **Report card measures:** K-3 literacy measures on the state report card as well as the gap closing measure will improve for students with disabilities.

Timelines

The timeline for implementing support structures and action items at the state level and regional level can be found in Appendix D. As part of the plan creation and district review process, each of the 11 Districts will determine specific timelines for implementation of each support structure and action item identified above.

Objective 3 – Professional Learning for Leadership and Teachers
Provide professional learning for leadership and teachers focused on areas of greatest need with an emphasis on student achievement, including Least Restrictive Environment.

Overview
The 11 Districts will be supported with the deployment of training and coaching to implement and sustain initiatives with an emphasis on LRE and student achievement. These structures facilitate collaboration and communication from the state level to the classroom level and are imperative to support implementation of initiatives.

The Department currently partners with national and regional organizations and institutions of higher education to create professional learning systems, conduct professional learning and provide coaching to districts. Through these partnerships, the capacity of leaders and education staff is enhanced with a focus on inclusive instructional and organizational leadership practices. Ohio's statewide system of support serves as the foundation for capacity building that bolsters implementation efforts. The statewide system of support includes the Department, Urban Support Team, state support teams, educational service centers, Information Technology Centers and professional associations working in tandem to increase knowledge and use of inclusive instructional practices.

Supporting Structures and Action Items at State and Regional Level
The Department will take, or has already taken, the following actions.
- **Instructional and organizational practices:** The Department will build the capacity of the Urban Support Team to coach the 11 districts in the use of inclusive instructional and organizational practices.
- **Internal monitoring:** The Department will continue to assist districts in developing internal monitoring processes of LRE compliance and effective teaching practices utilizing specially designed instruction and improved use of supports and accommodations.
- **Professional learning and coaching:** The Department will build on collaborative efforts with state support teams, educational service centers (where applicable) and the 11 Districts to provide professional learning and coaching in the areas of LRE and student achievement. This will focus on evidence-based strategies implemented through inclusive instructional practices.
- **Learning Management System:** The Department will develop and provide a Learning Management System module specifically on LRE for professional learning purposes.
- **Building educator capacity:** The Department will continue to provide training to mentors of resident educators to build the capacity of new educators in developing evidence-based instructional delivery that raises student achievement.
- **Evaluator training:** The Department will continue to provide training on the Ohio Teacher Evaluation System 1.0 and 2.0, the Ohio Principal Evaluation System 2.0 and the Ohio School Counselor Evaluation for evaluators to continue providing feedback for professional growth in delivering inclusive instructional practices.
- **Equity labs:** The Department will continue to update and conduct equity labs to assist districts in providing access to high quality teaching and instruction.
- **Quality materials:** The Department will develop and present targeted professional learning to the 11 Districts about selecting and implementing quality instructional materials.

The regional supports will take or have already taken the following actions.

- **Building educator capacity:** The region will assist the 11 Districts in developing a continuous improvement plan which includes professional learning and coaching to build teacher capacity in providing inclusive instructional practices.
- **Supporting increased achievement:** The region will provide literacy, equity and PBIS professional learning to support the use of data in improving student achievement while in the LRE placement.
- **Improved transition planning:** The region will provide training to school counselors on transition planning to improve postschool outcomes for students.
- **Building leadership capacity:** The region will provide consultants to support the 11 District staff who participate in the Advancing Inclusive Principal Leadership project and Ohio Leadership for Inclusion, Implementation and Instructional Improvement professional learning.
- **Evidence-based practices:** The region will collaborate with the Department to provide professional learning and coaching with the 11 Districts on evidence-based inclusive instructional and organizational practices.
- **Professional learning:** The region will collaborate with the Department to provide professional learning and coaching related to the Ohio Teacher Evaluation System 1.0 and 2.0, the Ohio Principal Evaluation System 2.0, the School Counselor Standards and Evaluations, LRE, literacy instruction and PBIS.

Supporting Structures and Action Items: District, School and Classroom

The Department expects that each district will take the following actions.

- **Monitoring continuous improvement:** The district will develop a structure including processes and tools to identify learner needs, conduct root cause analysis, set goals, identify appropriate evidence-based strategies, develop continuous improvement plans and monitor continuous improvement. This structure will include a district leadership team, building leadership teams and teacher-based teams.
- **Identifying needs:** The district will identify critical needs utilizing current data.
- **One Needs Assessment:** The district will complete their One Needs Assessment to pinpoint evidence-based strategies that target identified needs.
- **Plan development:** After a review of the district needs assessment, the district will develop a continuous improvement plan including professional learning aligned to existing resources (for example, the Ohio Standards for Professional Development including Guidelines for a Successful Professional Development System; Ohio's Evidence-Based Clearinghouse; and What Works Clearinghouse) to implement inclusive instructional and organizational practices that increase student achievement while in the LRE placement. Plans should consider:
  - o Capacity and subsequent supports needed to implement professional learning plans;
  - o Mentors for resident teachers;
  - o The Ohio Teacher Evaluation System, Ohio Principal Evaluation System and Ohio School Counselor Evaluation System evaluations to determine areas where professional learning support is needed to promote student achievement;
  - o Data analysis on equity gaps;
  - o Progress on implementation of the professional learning plan.
- **Reflection and adjustment:** Teams will engage in continued analysis and reflection to examine progress toward goals. Adjustments of the goals, strategies or action steps may be needed based on these results.

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The Department expects that each school will take the following actions.

- **Building-level teams:** The school will maintain a building leadership team and teacher-based teams, as part of the OIP, that support inclusive instructional and organizational practices to increase student achievement in the LRE placement as outlined in their plan.

The classroom level staff will take the following actions.

- **Instructional implementation:** The staff will implement identified inclusive instructional and organizational practices to increase student achievement in the LRE placement and collect data on implementation. This data will be analyzed through the district improvement process.

Expected Outcomes for Adult Implementation

The following are the expected outcomes for adults at the state and regional level.

- **Tracking trainings:** The adults will document, monitor and maintain the number of training, coaching and technical assistance sessions provided to each district.
- **Monitoring and feedback:** The adults will monitor and provide feedback to the 11 Districts regarding the development of professional learning plans.
- **Supporting implementation:** The adults will assist and monitor to ensure that each district has a local infrastructure to support consistent professional learning implementation.
- **Utilization of adult implementation data:** The adults will coach the 11 Districts on the utilization of adult implementation data.
- **Identifying needs:** The adults will evaluate the results of completed professional learning evaluation forms (self-reported) to determine the need for tiered professional learning that supports ongoing professional needs.
- **LRE decision rules:** The adults will work with each district to implement procedures for the LRE decision making process with a continuum of alternative placements.
- **Equitable access to high-quality instruction:** The adults will ensure that each district has developed an equity plan focused on access to high quality teaching and instruction.
- **Data analysis coaching:** The adults will facilitate and coach the 11 Districts through the analysis of district data, Special Education Profile Indicator results and principal, counselor and teacher evaluation results.

The following are the expected outcomes for adults at the district, school and classroom level.

- **Identifying needs:** The adults will review district needs assessment data to determine areas of greatest need for professional learning to increase student achievement in the LRE placement.
- **Building capacity for implementation:** The adults will build internal capacity for implementation at the district and school level.
- **Data collection:** The adults will collect and maintain data related to training and coaching to ensure all staff have been trained.
- **Evidence collection:** The adults will collect evidence of employee participation in professional learning activities.
- **Analyzing feedback:** The adults will review results from completed professional learning evaluation forms (self-reported) and collect evidence of any tiered professional learning needed to support ongoing professional needs.

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- **Ensuring supports:** The adults will ensure supports for each team with the utilization of adult implementation data.
- **Data review:** The adults will ensure school and teacher-based teams review data to build inclusive instructional practices.
- **Monitoring achievement:** The adults will monitor performance of student achievement on district and state assessments.
- **Tracking trends:** The adults will track school performance trends on Special Education Profile Indicators (1, 3c, 5a, 6, 11 and 14).
- **Evaluation data:** The adults will complete data reviews of professional growth and development through principal, counselor and teacher evaluations.
- **Reflection and adjustment:** The adults will complete data reviews on annual district equity plans and make revisions accordingly.

Expected Outcomes for Students
- **Inclusion:** The percentage of students with disabilities included in general education courses will increase.
- **Graduation rate:** The graduation rate of students with disabilities meeting a typical graduation pathway will improve.
- **Reading and mathematics proficiency:** Performance on Indicator 3c: reading proficiency and mathematics proficiency rates will improve for students with disabilities.
- **Postschool outcomes:** Performance on Indicator 14: postschool outcomes will improve.
- **Increase LRE percentage:** The percentage of students with disabilities receiving special education services in their Least Restrictive Environment will increase.
- **Gap closing:** The gap closing measure will improve for students with disabilities.

Timelines
The timeline for implementing support structures and action items at the state level and regional level can be found in Appendix D. As part of the plan creation and district review process, each of the 11 Districts will determine specific timelines for implementation of support structures and action items identified above.

Objective 4 – Positive Behavioral Intervention and Supports
Provide targeted support to improve school climate (a climate where every student feels safe and engaged) and implement a district-wide system of **positive behavioral intervention and supports** including Tier 2 and Tier 3 interventions and supports in the 11 Districts.

Overview
The Ohio Department of Education has supported the implementation of PBIS in schools for well over a decade. Ohio uses the national model and definition of PBIS established by the National Technical Assistance Center on PBIS. The following are Ohio's requirements for training, professional learning and implementation of PBIS.
- Ohio Revised Code 3319.46 authorizes the State Board of Education to adopt the rules and requirements for districts to implement PBIS on a systemwide basis and establishes the required components of PBIS.

- [Ohio Administrative Code 3301-35-15](#), established in 2013, requires each school district to implement PBIS on a systemwide basis.
- [Ohio Revised Code 3319.237](#) outlines the standards for the preparation of teachers and requires Ohio institutions of higher education that provide a teacher preparation program to include a semester course, or the equivalent, on all of the following:
  - PBIS and social-emotional development;
  - Classroom systems for establishing the foundation for positive behavior, such as supervision, acknowledgment, prompts and precorrection;
  - Classroom systems for responding to unwanted behavior, including error correction and other strategies;
  - Classroom data collection systems;
  - Effective instructional strategies and how to implement them with fidelity;
  - Curriculum matched to student needs and data;
  - Impact of trauma, toxic stress and other environmental variables on learning behavior.

Supporting Structures and Action Items at State and Regional Level

The Department and regional state support teams will develop a flexible and individualized PBIS training and coaching plan for each of the 11 Districts.

The regional supports will take the following actions.
- **Plan for implementation:** The region will work with each district to develop individualized plans for PBIS implementation.
- **Capacity assessment:** The region will assess current capacity and PBIS implementation to identify strengths and areas for improvement. The regional support teams will assist districts in completing a capacity assessment and in reviewing their system's fidelity inventory.
- **Planning and supports:** The region will assist districts in creating PBIS implementation plans, including districtwide training and coaching plans.

Supporting Structures and Action Items: District, School and Classroom

The Department expects that the district will take the following actions.
- **Implementation sustainability:** The district will have a structure in place that includes processes and tools to support implementation and sustainability of a positive behavioral interventions and supports system.
- **Identifying needs:** The district will identify critical social-emotional needs utilizing current disaggregated data.
- **Evidence-based interventions:** The collaborative teams will select evidence-based interventions and supports aligned to identified root cause(s) in support of Ohio's Social and Emotional Learning Standards for grades K-12.
- **Plan for implementation:** The collaborative teams will create a comprehensive plan that will include: SMART goals, strategies and action steps and appropriate professional learning, such as modeling and coaching based on need.
- **Reflection and adjustment:** The collaborative teams will engage in continued analysis and reflection to examine progress toward goals. Adjustments of goals, strategies or action steps may be needed based on these results.

The Department expects that the schools will take the following actions.

- **Maintaining building-level teams:** As part of the district continuous improvement structure, schools will maintain a building leadership team and teacher-based teams that will support K-12 social-emotional evidence-based instruction and intervention.

The Department expects that classroom staff will take the following actions.
- **Implementation and data collection:** Based on recommendations identified during implementation of the OIP, teachers will implement identified evidence-based instruction and intervention supporting PBIS in the classroom and collect data on implementation. This data will be analyzed through the district improvement process.

Expected Outcomes for Adult Implementation
Fidelity of implementation will be demonstrated through an analysis of data related to student discipline and office referrals and classroom behavioral charts. District and building teams will ensure consistent use of a set of implementation measurement tools, which could include the District Systems Fidelity Inventory and tiered fidelity inventory.

The following are the expected outcomes for adults at the state and regional level.
- **Tracking trainings:** Document, monitor and maintain the number of training and coaching sessions provided by regional and state supports.
- **Supporting implementation:** Observe and monitor that each district has an infrastructure to support consistent PBIS implementation.
- **Tracking implementation:** Maintain data related to each district on the number of PBIS school teams implementing PBIS with the expectation that, at the end of five years, all schools in each district will have adopted and implemented PBIS.
- **Effective implementation:** Ensure effective use of PBIS implementation data.

The following are the expected outcomes for adults at the district, school and classroom level.
- **Collecting data:** Collect and maintain training and coaching data to ensure that each school has a leadership team that has completed the PBIS training.
- **Maintaining data:** Collect and maintain professional learning data to verify staff in each building receive professional learning on PBIS.
- **Fidelity checks:** Check implementation of PBIS using the District Systems Fidelity Inventory at the district level and Tiered Fidelity Inventory at the school level.
- **Tracking progress:** Track progress of student outcome data (office referrals, suspensions and expulsions, referrals to intervention teams and dropout data) through a software program, such as the School Wide Information System and other data tools.
- **Sustainability:** Ensure schools have a sustainable infrastructure to maintain ongoing PBIS efforts.

Expected Outcomes for Students
- **Attendance rate:** An increase in attendance rates for all students, including students with disabilities.
- **Suspension and expulsion rate:** A decrease in the rates of suspensions, expulsions and removals from classroom activities and/or school for students with disabilities.
- **School climate measure:** An increase in performance on school climate measures for students with disabilities.

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Timelines

The timeline for implementing support structures and action items at the state level and regional level can be found in Appendix D. As part of the plan creation and district review process, each of the 11 Districts will determine specific timelines for implementation of support structures and action items identified above.

Objective 5 – Multi-tiered System of Support

Facilitate, support and sustain implementation of evidence-based **multi-tiered system of support practices**. MTSS addresses both academic and behavioral needs of all students through the integration of data, practices and systems.

Overview

The Department will create and coordinate a regional network (including the Department, its partners, state support teams, educational service centers, districts, students, families and community partners) to assist in the development, deployment and ongoing support of an integrated MTSS framework. MTSS is embedded in the utilization of the Ohio Improvement Process.

Supporting Structures and Action Items at State and Regional Level

The state and region will take the following actions.

- **Framework development:** The state will create the Ohio MTSS framework aligned with Each Child Means Each Child and *Each Child, Our Future*.
- **Professional learning:** The regional state support teams will provide district level personnel with professional learning on the use and implementation of an MTSS.

Supporting Structures and Action Items: District, School and Classroom

The Department expects that the district will take the following actions.

- **MTSS training:** District leadership teams will plan, train and coach schools in the MTSS framework. Capacity assessment will be completed with district leadership teams.
- **Supporting students:** When considering how to support student academic needs through an MTSS framework, districts will consider the following:
  - o Tier 1: What instruction will be provided to all students, regardless of the mode of delivery (remote, hybrid or in person)?
  - o Tier 2: How will teachers intervene with any students who need more than what is provided in Tier 1 instruction?
  - o Tier 3: For those students who need more focused attention and instruction than what is provided in Tier 1 and Tier 2, what interventions and supports are available?
- **Supporting structure:** The district will, with assistance from regional state support teams, have a structure in place that supports implementation and sustainable practices for the MTSS framework. This structure will include a district leadership team, building leadership teams and teacher-based teams all having an active role in monitoring that an MTSS is adopted and utilized in a consistent manner districtwide.
- **Identifying needs:** The district will identify critical areas of need regarding the MTSS utilizing current data.
- **Evidence-based interventions:** The collaborative teams will select evidence-based interventions and supports aligned to identified root cause(s).

- **Comprehensive plan:** The teams will create a comprehensive plan that will include: SMART goals, strategies and action steps and appropriate professional learning, such as modeling and coaching based on need.
- **Training schools:** The collaborative team will plan, train and coach schools in the MTSS model.
- **Reflection and adjustment:** Teams will engage in continued analysis and reflection to examine progress toward goals. Adjustments of the goals, strategies or action steps may be needed based on these results.

The Department expects that the schools will take the following actions.
- **MTSS implementation:** As a part of the district continuous improvement structure, schools and classrooms will implement the district MTSS model.
- **Data collection:** Data will be collected and analyzed and provide appropriate Tier 1, 2 and 3 interventions based on the model.
- **Intervention implementation:** Based on recommendations identified during the implementation of the OIP, staff will implement identified interventions supporting the MTSS structure in the classroom and collect data. This information will be analyzed through the district improvement process.

Expected Outcomes for Adult Implementation
The following are the expected outcomes for adults at the state level.
- **Ohio framework:** The state will create a cross-agency team to define a state level MTSS framework.
- **Communication plan:** The state will create and implement a Department wide communication plan regarding Ohio's MTSS framework.
- **Training material:** The state will create professional learning material for regional staff.
- **Additional resources:** The state will create additional resources for implementation of Ohio's MTSS framework.
- **Reflection and adjustment:** The state will create a process for reviewing and updating Ohio's MTSS framework.

The following are the expected outcomes for adults at the regional level.
- **State-level training:** The adults will participate in state level professional learning about Ohio's MTSS framework.
- **Professional learning for districts:** The adults will provide professional learning opportunities to the 11 District staff.
- **Alignment assessments:** The adults will conduct MTSS alignment assessments between current district MTSS work and Ohio's MTSS framework.
- **Supporting implementation:** The adults will support the 11 District staff with the implementation of Ohio's MTSS framework.

The following are the expected outcomes for adults at the district level.
- **District-level training:** The adults will provide professional learning to district and school staff on the MTSS framework.
- **MTSS implementation:** The adults will implement an MTSS framework.

- **Monitoring implementation:** The adults will conduct school level reviews of implementation of the MTSS.

Expected Outcomes for Students
- **Identification rates:** The rates of students identified as having a disability will decrease.
- **General education inclusion:** The percentage of students with disabilities included in general education courses will increase.
- **Typical graduation rate:** The graduation rate of students with disabilities meeting a typical graduation pathway will improve.
- **Reading and mathematics proficiency:** Performance on Indicator 3c: reading proficiency and mathematics proficiency rates will improve for students with disabilities.
- **Postschool outcomes:** Performance on Indicator 14: postschool outcomes will improve.
- **Increase LRE percentage:** The percentage of students with disabilities receiving special education services in their Least Restrictive Environment will increase.

Timelines
The timeline for implementing support structures and action items at the state level and regional level can be found in Appendix D. As part of the plan creation and district review process, each of the 11 Districts will determine specific timelines for implementation of support structures and action items identified above.

Objective 6 – Postsecondary Transition
Increase the focus on strategies for improving **postsecondary transition**. The 11 District Plans will focus on educating and empowering statewide and regional partners to provide quality training and implementation of transition throughout the state.

Overview
IDEA requires that beginning not later than the first IEP in effect when a child turns sixteen, or younger if deemed appropriate by the IEP team, the IEP must include: (1) Appropriate measurable postsecondary goals based on age-appropriate transition assessments related to training, education and where appropriate, independent living skills; and (2) the transition services (including courses of study) needed to assist the child in reaching those goals.

Ohio law goes beyond federal regulations. It requires student IEPs to include IDEA components at age 14 or younger and that postsecondary employment goals relate to competitive, integrated employment.

With facilitation by the National Technical Assistance Center on Transition (NTACT), the Office for Exceptional Children is leading a team of cross-agency partners in the development of a state secondary transition plan. The plan is being created using the National Technical Assistance Center Transition Program Planning Tool. The goal of the 2020 Ohio Secondary Transition Plan is to develop and deploy cross-agency training on how to engage families of secondary transition-age youth in the transition planning process.

Supporting Structures and Action Items at State and Regional Level
The state will take the following actions.

- **Alignment:** The state will align activities between Each Child Means Each Child and the 2020 Ohio Secondary Transition Plan.
- **Universal training:** The state will develop universal training materials and provide training and ongoing coaching on long-term graduation requirements and the development of a comprehensive graduation plan aligned to the IEP.
- **Facilitator's guide:** The state will develop a facilitator's guide for the Secondary Transition Modules.
- **Transition partnerships:** The state will partner with OCALI and Ohio Employment First to provide professional learning on age-appropriate transition assessment, backward planning, and Ohio's Evidence-Based Clearinghouse and the What Works for Work evidence-based practices.
- **Tool training:** The state will provide training and coaching on the Self-Review for Serving Students with Disabilities in Career-Technical Education Pathways Tool and PowerPoint.
- **Inter-rater reliability training:** The state will partner with the National Technical Assistance Center on Transition to provide inter-rater reliability training for state and regional staff concerning the Indicator 13 checklist.
- **Focus groups and training:** The state will include each of the 11 Districts in a focus group and training opportunity for Outcome 3 of the Statewide Longitudinal Data System Grant.
- **District transition plan:** The state will assist each of the 11 Districts in completing the National Technical Assistance Center on Transition Taxonomy for Transition Program Planning Tool and develop a district transition plan.
- **Progress monitoring:** The state will support each of the 11 Districts in progress monitoring using internal transition data and reviewing related special education indicators.
- **Ohio Employment First Taskforce:** The state will create and facilitate an annual 11 Districts Ohio Employment First Taskforce meeting to review member agency contracts, eligibility requirements and services provided to transition-age youth.
- **Ohio Transition Partnership:** The state will create and facilitate an annual 11 Districts Ohio Transition Partnership meeting to review district-specific supports and services.
- **Deliverables:** The state will develop deliverables through OCALI and Ohio Employment First contracts for multi-agency planning team training.
- **Enhancement funds:** The state will provide Secondary Transition Enhancement funds to the 11 Districts to support the completion of activities as needed.

The region will take the following actions:
- **National Technical Assistance Center on Transition planning tool:** The region will assist the 11 Districts in completing the National Technical Assistance Center on Transition Transition Program Planning Tool and support tasks within the plan as applicable.
- **Increasing knowledge:** The region will provide training and coaching to the 11 Districts to build knowledge and understanding of postsecondary transition topics including, but not limited to, the following:
    - Self-Review for Serving Students with Disabilities in Career-Technical Education Pathways Tool and PowerPoint;
    - Secondary transition modules, age-appropriate transition assessments and the What Works for Work evidence-based practices;
    - Inter-rater reliability on the Indicator 13 checklist;

- o Long-term graduation requirements and how to align an IEP transition plan to a comprehensive graduation plan.
- **Technical assistance and coaching:** The region will provide technical assistance and coaching to help the 11 Districts in the development of an internal training and monitoring plan for writing compliant IEP transition plans and comprehensive graduation plans. These will be based on the identified training in various areas for postsecondary knowledge.
- **Sharing resources:** The region will disseminate information about and encourage district participation in the annual 11 District Ohio Employment First Taskforce and Ohio Transition Support meetings.
- **Planning teams:** The region will participate as members of each district multi-agency planning team as applicable.

Supporting Structures and Action Items: District, School and Classroom
The district will take the following actions.
- **Structured plan:** The district will, with assistance from regional state support teams, have a structure in place that includes processes and tools to help identify learner needs, identify root causes, set goals, identify appropriate evidence-based strategies, develop continuous improvement plans and monitor continuous improvement. This structure will include a district leadership team, building leadership teams and teacher-based teams which will support implementation of secondary transition supports and services.
- **Identifying needs:** The district leadership team will use current data when completing the Transition Program Planning Tool to assess transition-related needs. The district will develop a plan to build capacity of staff around secondary transition needs and resources.
- **Transition coordinator:** A transition coordinator support structure will be developed in which there is one "lead" for transition and including additional transition coordinators with the appropriate caseloads per the Operating Standards for Educating Students with Disabilities in Ohio.
- **Evidence-based interventions:** The collaborative teams will select evidence-based interventions and supports aligned to identified transition needs.
- **Targeted training:** The districts will provide training on topics based on identified needs to staff, community partners and families.
- **Internal implementation plan:** The district will develop an internal and multi-agency training, support and monitoring plan for providing collaborative transition services and writing compliant IEP transition plans and comprehensive graduation plans. The district teams will engage in continued analysis and reflection to examine progress toward goals. Adjustments of the goals, strategies or action steps may be needed based on these results.
- **Self-review tool:** The district team will participate in the Self-Review for Serving Students with Disabilities in Career-Technical Education Pathways Tool and PowerPoint.

The Department expects that the schools will take the following actions.
- **Shared leadership support:** The building leadership and teacher-based teams will support IEP transition planning and comprehensive graduation planning through shared leadership to promote proactive, equitable practices at the district, building and classroom levels.

The Department expects that classroom staff will take the following actions.

- **Classroom-level implementation:** Teachers will implement identified transition services and resources in the classroom and collect data on implementation. This data will be analyzed through the district improvement process.

Expected Outcomes for Adult Implementation

The following are the expected outcomes for adults at the state and regional level.

- **Plan alignment:** The secondary transition consultant will ensure all activities align with Each Child Means Each Child and the Ohio Secondary Transition Plan.
- **Universal training:** The Post-High School Readiness Unit and the secondary transition consultant will develop universal training materials and provide training and ongoing coaching to the Urban Support Team, state support teams and educational service centers. They will also partner with OCALI and Ohio Employment First to provide training and coaching to the Urban Support Team and state support teams on Age-Appropriate Transition Assessment, Backwards Planning and the What Works for Work evidence-based practices.
- **Tool training:** The state will provide training, coaching, supports and monitoring to the Urban Support Team and the Office of Career-Technical Education Urban Expansion Team on the Self-Review for Serving Students with Disabilities in Career Technical Pathways Tool and PowerPoint.
- **Inter-reliability training:** The state will partner with the National Technical Assistance Center on Transition to provide inter-rater reliability training to the Urban Support Team and to state support team consultants on the Indicator 13 checklist.

The following are the expected outcomes for adults at the district level.

- **Analyzing data:** District adults will use internal and State Performance Plan monitoring data to determine the impact of training and planning on student outcomes.
- **Impact of supports:** District adults will collect and analyze progress monitoring data on postschool outcomes to determine impact of supports in years when not part of the following: the Ohio Longitudinal Transition Study Exit Survey and the Self- Review for Serving Students with Disabilities in Career-Technical Education Tool.

Expected Outcomes for Students

- **Plan alignment:** Students with disabilities will have IEP Transition Plans aligned to Graduation Plans.
- **Graduation rate:** The graduation rate of students with disabilities meeting a typical graduation pathway will improve.
- **Dropout rate:** The percentage of students with disabilities who drop out of school will decrease. The percentage of students with disabilities with a compliant IEP transition plan aligned to the Indicator 13 checklist will increase.
- **Postschool outcomes:** Performance on Indicator 14: postschool outcomes will improve.

Timelines

The timeline for implementing support structures and action items at the state level and regional level can be found in Appendix D. As part of the plan creation and district review process, each of the 11 Districts will determine specific timelines for implementation of support structures and action items identified above.

Objective 7 – Universal Design for Learning and Assistive Technology

Increase the knowledge and use throughout the 11 Districts of a **universal design for learning framework and the use of assistive technology.**

Overview

School districts need to provide all students, including students with disabilities, access to the general education curriculum. True access to the general education curriculum allows all students to engage with the content and gain the needed skills for successful completion of high school. Assistive technology, according to the IDEA, *"…is a device, piece of equipment or product system that can be used to increase, maintain or improve the functional capabilities of a child with a disability."* High-tech equipment, such as computers and speech devices, as well as low-tech/no-tech devices and hand-made products, such as pencil grips and picture calendars, can be considered assistive technology. Strategies such as providing students with multiple means of engagement in learning, multiple means of representation of information and multiple actions and expressions of student learning can be found in the universal design for learning framework. Assistive technology, when used in conjunction with universal design, can assist school districts in ensuring access to the general education curriculum for a wide range of student needs.

The Higher Education Opportunity Act of 2008 defines universal design for learning as "a scientifically valid framework for guiding educational practice that — (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient." Ohio's Every Student Succeeds Act (ESSA) plan provides information on the required application of universal design within Ohio schools. Federal law requires states to support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities. IDEA (34 C.F.R. 300.5 through 300.6), as well as state law (Ohio Revised Code 3323) and state administrative rule (Ohio Administrative Code 3301-51-01), provide a definition of both assistive technology and assistive technology services, and require school districts to provide assistive technology for any student who needs it. Utilization of universal design for learning strategies and specific assistive technology provide students with appropriate, accessible instruction offering an equal opportunity to learn content and become prepared for a fulfilling post-high school path.

The Ohio Universal Design for Learning Collaborative aims to build regional facilitator capacity while constructing statewide universal design for learning implementation capacity. The Ohio Universal Design for Learning Collaborative is effective thanks to state support team members and their exceptional knowledge about students and how they learn best. Members generate ideas and resources that work through collaboration, research and sharing. The collaborative works as a professional learning community and a networked improvement community.

Supporting Structures and Action Items at State and Regional Level

The state will take the following actions.

- **Professional network participation:** The state will connect and engage with the Ohio Universal Design for Learning Collaborative and Assistive Technology & Accessible Educational Materials Network.
    - At least one Urban Support Team member will be assigned to attend and engage in the Ohio Universal Design for Learning Collaborative and Assistive Technology & Accessible Educational Materials Network meetings on a regular basis.
    - Members of the Office for Exceptional Children will work with the Assistive Technology & Accessible Educational Materials Network during year one of this plan to design a scope and sequence of tiered levels of support, evaluation methods and applications related to universal design for learning and assistive technology.
- **Scope and sequence:** The state will create guidance, a scope and sequence of training and update relevant current documents.
    - By year two, the state will provide a dedicated electronic space for documents created in universal design for learning and assistive technology.
- **Building Urban Team Capacity:** The state will conduct training to build capacity of the Urban Support and regional state support teams in the use of tiered supports by district and building teams.
    - The 11 Districts will receive and have access to Tier 1 universal guidance, training and technical assistance related to universal design for learning and assistive technology.
    - Districts will incorporate into their improvement plan the building of teacher capacity to apply universal design for learning and use assistive technology to promote student access to the general curriculum.
    - The state will develop the regional state support team's capacity to coach building leadership teams in the use of the universal design for learning tiered fidelity inventory, and in how to support implementation of universal design for learning within each teaching environment.
    - The state will work collaboratively through the Urban Support Team with state support teams and educational service centers, where applicable, to provide Tier 2 and Tier 3 level training for the 11 Districts.

The region will take the following actions.

- **Tiered supports:** The region will provide tiered supports to the 11 Districts based on identified need and as established in the district's improvement plan.   Tiered support will include universal, targeted and comprehensive support.
    - Universal Supports
        - Offer professional learning courses created by the Ohio Universal Design for Learning Collaborative and Assistive Technology & Accessible Educational Materials Network.
        - Collect quantitative data on attendance and the knowledge increase generated by each professional learning opportunity provided.
        - Offer regional communities of practice for universal design and assistive technology after each professional learning session.
        - Provide technical assistance to district and building teams for:
            - Utilization of the universal design for learning tiered fidelity inventory;

- The assistive technology decision tool (created by the Assistive Technology & Accessible Educational Materials Network);
- Assistive technology in the IEP document, as well as online supports such as assistive technology internet modules, the student inventory for technology supports modules and universal design for learning chats on websites.
  - Targeted Supports
    - Provide the 11 Districts with professional learning that is tailored to the individual needs and goals of each district. This may include district or building level trainings related to universal design and assistive technology.
    - Provide ongoing coaching for utilization of tools and resources and implementation.
    - Provide building leadership coaching support related to the utilization of universal design for learning principles and assistive technology. This could include how to conduct appropriate classroom observations and how leaders can support teacher-based teams with the use of assistive technology devices and universal design for learning.
    - Provide technical assistance and ongoing coaching support to assist the 11 Districts with data collection and analysis of the universal design for learning tiered fidelity inventory and the assistive technology decision tool. The 11 Districts will be required to administer the universal design for learning tiered fidelity inventory at least one time per year to measure progress and implementation of universal design for learning strategies.
  - Comprehensive Supports
    - Provide targeted coaching to district staff in universal design for learning strategies and assistive technology.
    - Create a group of district level coaches to achieve sustainability of the application of universal design for learning in each teaching environment as well as to sustain the application and use of assistive technology devices.
    - Provide coaching supports with assigned district coaches.

Supporting Structures and Action Items: District, School and Classroom

The Department expects that the district will take the following actions.

- **Structured implementation:** The district will, with assistance from regional state support teams, have a structure in place that includes processes and tools to support district implementation of universal design for learning and building and teacher applied use of assistive technology devices. This structure will include a district leadership team, building leadership teams and teacher-based teams.
- **Identifying needs:** The district will identify critical universal design for learning and assistive technology needs utilizing current data.
- **Annual data analysis:** The district will analyze available data, including universal design for learning tiered fidelity reports, assistive technology decision tool data and IEP and Evaluation Team Report (ETR) information to determine current needs and internal capacity to address these needs annually.

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- **Evidence-based supports:** The collaborative teams will select evidence-based interventions and supports aligned to identified root cause(s) in support of universal design for learning and assistive technology.
  - Districts will conduct research in the use of best-practice implementation of universal design for learning and assistive technology to choose appropriate evidence-based interventions and supports.
- **Comprehensive plan:** The collaborative teams will create a comprehensive plan to support universal design for learning and assistive technology structures. These will include: SMART goals, strategies and action steps and appropriate professional learning, such as modeling and coaching based on need.
- **Reflection and adjustment:** The collaborative teams will engage in continued analysis and reflection to examine progress toward goals. Adjustments of the goals, strategies or action steps may be needed based on these results.

The Department expects that the schools will take the following actions.
- **Building-level support:** The schools will maintain a building leadership team and teacher-based teams that will support interventions, supports and training.
- **Building internal capacity:** Building leadership teams will actively support the use of universal design for learning principles in teaching and enhance the collective capacity of teachers to use universal design and assistive technology devices.

The classroom level staff will take the following actions:
- **Intervention implementation and data collection:** Teachers will implement evidence-based instruction, intervention and supports regarding universal design for learning and assistive technology in the classroom and collect data on implementation. This data will be analyzed through the district improvement process.

Expected Outcomes for Adult Implementation
The following are the expectations of adults at the state level.
- **Monitoring training:** The state will monitor the creation and implementation of regional professional learning sessions.
- **Universal design for learning tiered fidelity inventory design:** The state will monitor the creation and implementation of the universal design for learning tiered fidelity inventory through the Ohio Universal Design for Learning Collaborative.
- **Assistive technology decision tool design:** The state will monitor the creation and implementation of the assistive technology decision tool through the Assistive Technology & Accessible Educational Materials Network.
- **Meeting evaluation:** The state will participate in and evaluate the assistive technology and universal design for learning regional meetings.
- **Data review:** Review data from the tiered fidelity inventory, professional learning sessions and coaching.

The following are the expectations of adults at the regional level.

- **Train-the-trainer:** The region will participate in train-the-trainer professional learning in conjunction with the Ohio Universal Design for Learning Collaborative and Assistive Technology & Accessible Educational Materials Network.
- **Universal design for learning data collection:** The region will coach districts in the completion of the universal design for learning tiered fidelity inventory.
- **Professional learning:** The region will conduct professional learning sessions with the 11 Districts. After each professional learning opportunity, the region will review attendance, feedback forms and district application of the material covered.

The following are the expectations of adults at the district level.
- **Support application:** The district, building and teacher-based teams will document efforts to support the application of universal design for learning and use of assistive technology.
- **Observations:** The district will document the use of assistive technology and universal design for learning strategies during classroom walk-through observations.
- **Self-reporting:** The district will use teacher self-reports in conjunction with the application of assistive technology and universal design for learning.
- **District implementation:** The district will review quarterly reporting of implementation practices.
- **ETR and IEP review:** The district will review ETRs for student need and formal evaluations of assistive technology, and review IEPs for documentation of use of the assistive technology decision tool and documentation of student assistive technology use.
- **Tiered fidelity inventory:** The district will review the biannual universal design for learning tiered fidelity inventory.

Expected Outcomes for Students
- **Universal design for learning engagement:** The percentage of students with disabilities engaged in lessons that incorporate universal design for learning strategies will increase.
- **Appropriate use of assistive technology:** The percentage of educational plans that provide students with disabilities access to and use of appropriate assistive technology on state and district assessments and in educational settings will align with documented classroom accommodations.
- **Assistive technology alignment:** The percentage of IEPs that document alignment of available assistive technology to student goals and identified needs will increase.
- **Reading and mathematics proficiency:** Students with disabilities will demonstrate improved performance on indicator 3c: reading and mathematics proficiency rates.

Timelines
The timeline for implementing support structures and action items at the state level and regional level can be found in Appendix D. As part of the plan creation and district review process, each of the 11 Districts will determine specific timelines for implementation of support structures and action items identified above.

Objective 8 – Services through age 21

Help **parents and caregivers** understand that **students with disabilities may continue to receive special education until they reach age 22** or have met the requirements for graduation that apply to students without disabilities, whichever occurs first.

Overview

A free appropriate public education must be made available to all children residing in Ohio who are the ages of 3 through 21 (34 CFR 300.101 and 3301-51-02 (A)). Unless eligibility is discontinued sooner, a child may remain eligible for special education and related services until graduating from secondary school (by receiving a regular high school diploma) or exceeding the age of 21 (IDEA, 34 CFR 300.305(e)(2) and Ohio Administrative Code 3301-51-06 (F)(5)(b)).

Graduating by completing a typical graduation pathway is an option open to all students. A student meets one or more state-identified graduation pathways in addition to any requirements adopted by their district of residence for the student's four-year graduation cohort. However, a student with an IEP in Ohio also may graduate via another option: he or she may meet IEP goals and based on the IEP team's decision.

Until a student with a disability earns a high school diploma based on meeting a typical graduation pathway or reaches his or her 22nd birthday, the student is entitled to remain in high school and continue receiving special education and related services in accordance with the IEP. Once a student with a disability meets a typical graduation pathway or reaches his or her 22nd birthday and is no longer entitled to special education services the student must accept the diploma and graduate.

No later than one year before the child reaches the age of 18, which is the age of majority under Ohio law, the parent and child must sign the IEP to acknowledge they have been informed of the child's rights that transfer to the child at age 18 under administrative code (OAC 3301-51-05 (D) and 3301-51-07(H)(3)).

Once the child turns 18, unless the parent maintains guardianship, the procedural safeguards transfer to the child.

Supporting Structures and Action Items at State and Regional Level

The following are the expectations of adults at the state level.

- **Graduation pathway:** The state will provide district and regional state support teams with guidelines for determining if a student meets a traditional graduation pathway.
- **Survey for understanding:** The state will develop and administer a survey for parents and caregivers in the 11 Districts to determine their level of understanding of the rights of students with disabilities past grade 12 as well as graduation requirements and options.
- **Professional learning:** The state will provide training and develop resources for state support teams and educational service centers (where applicable) so they may provide professional learning to school district personnel, and parents and caregivers, that improves understanding of federal and state graduation rights and requirements for students with disabilities.
- **Graduation Decision Framework:** The state will develop a Graduation Decision Framework in the form of a narrated presentation to be used by school districts during IEP meetings.

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- **Coaching log:** The state will develop and maintain coaching logs to document the work of the Urban Support Team with the 11 Districts.
- **Guidance:** The state will provide guidance to districts on appropriate documentation of student rights after grade 12.
- **Education Management Information System (EMIS):** The state will review graduation codes and resources that are part of the Education Management Information System and identify needed revisions or training.
- **Website:** The state will update, as needed, the Department's website and A Guide to Parent Rights in Special Education.
- **Parent survey:** The state will consider updating the IDEA State Performance Plan Indicator 8 Parent Survey and process.
- **Parent mentor:** The state will offer funding for a parent mentor for each of the 11 Districts that do not already have at least one parent mentor. The Office of Exceptional Children will work with the Ohio Statewide Family Engagement Center to provide training to all newly hired parent mentors.
- **Feedback:** The State Advisory Panel for Exceptional Children will provide feedback on developed resources and strategies.

The following are the expectations of adults at the regional level.

- **Current level of understanding:** The region will assist the Department in survey distribution and data analysis to determine the current level of understanding of the rights of students with disabilities past grade 12, as well as family awareness of graduation requirements and options.
- **Professional learning EMIS:** The region will provide training on EMIS codes to the 11 Districts as applicable (as well as training for educational service center regional data leads).
- **Professional learning graduation:** The region will provide training to the 11 Districts on federal and state graduation rules, regulations and rights for students with disabilities.

Supporting Structures and Action Items: District, School and Classroom

The Department expects that the district will take the following actions.

- **Implementation sustainability** The district will, with assistance from regional state support teams, have a structure in place to support growth and understanding by educators and parents of student rights until the student meets graduation requirements up to the age of 22. This structure will include a district leadership team, building leadership teams and teacher-based teams.
- **Identifying critical need:** The district will use current data to identify critical needs related to deferring or not deferring graduation. Districts should consider:
  - How many students have deferred graduation each year?
  - Why was graduation deferred?
  - Was the process for determining student graduation timelines and pathways implemented with fidelity?
  - Were all required team members, including the parent and student at age of majority, involved in the process?

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- **Evidence-based interventions:** The collaborative teams will select evidence-based interventions and supports aligned to root cause(s) in support of the deferred graduation process.
- **Comprehensive plan:** The teams will create a comprehensive plan to ensure:
  - o Students with disabilities are invited to their IEP meeting;
  - o Parent and student signatures are obtained each year indicating they understand graduation rights past grade 12;
  - o Each student with a disability will be involved in the development of his or her graduation plan aligned to the student's IEP in accordance with Ohio law;
  - o The district conducts an annual survey of parental understanding of rights;
  - o Resources and graduation information is provided to families;
  - o Professional learning and coaching on federal and state graduation rules, regulations and rights for students with disabilities is provided to educators and families.
- **Monitoring and analysis:** District collaborative teams will engage in continued analysis and reflection to examine progress toward goals. Adjustments of the goals, strategies or action steps may be needed based on these results.

The school will take the following actions.
- **Supporting implementation:** The school will maintain a building leadership team and teacher-based teams that support the implementation of the district plan for parents to understand their child's rights past grade 12:
  - o Building leadership will follow an outlined process to inform parents of their rights regarding graduation;
  - o Building leadership will implement and monitor procedures at the school level and will refer staff for additional training or provide coaching.

The classroom staff will take the following actions.
- **Communication:** Staff will engage with families through ongoing communication ensuring parents are aware of graduation options.
- **Progress tracking:** Teachers will collect and maintain high quality reports on IEP goals to ensure students continue to progress:
  - o Staff will apply professional learning to create high quality IEPs for students;
  - o Staff will implement IEP supports, accommodations and specially designed instruction as indicated in the IEP.

Expected Outcomes for Adult Implementation
The following are the expectations of adults at the state level.
- **Coaching logs:** The Urban Support Team will maintain coaching logs for the 11 Districts.
- **Professional learning:** The Department will document, monitor and maintain the number of training, coaching and technical assistance sessions by regional and state support teams, including parent mentors.
- **Graduation Decision Framework:** The Department will review student files for use of the Graduation Decision Framework, when applicable.
- **Resources:** The Department will develop and deploy the following resources:

- o Standardized training agendas, sign-in sheets, evaluations and narrated presentations to be used with and by all levels of educators and parent mentors;
- o Professional learning on the topics of graduation plans, graduation/exit requirements for students with and without disabilities per federal and state regulation and newly developed or revised guidance documents and frameworks;
- o The Graduation Decision Framework;
- o A statement of parent rights for inclusion on the IEP signature page;
- o Guidance on how to discuss graduation rights during IEP meetings;
- o Revised EMIS codes related to graduation, if necessary;
- o Easily located, updated and accessible translations of the special education procedural safeguards notice (A Guide to Parent Rights in Special Education);
- o A Families of Students with Disabilities page on the Department website;
- o An updated Special Education Profile Dashboard with the requirement for the 11 Districts to complete the IDEA State Performance Plan Indicator 8 Parent Survey each year;
- o Parent mentor grant funds offered to each of the 11 Districts;
- o Graduation information for students with disabilities added into current graduation information and guidance documents.

The following are the expectations of adults at the district and school level.

- **Acknowledgement:** district and schools will collect and maintain parent and student signatures on the IEP indicating graduation rights have been explained.
- **Graduation Decision Framework:** The districts and schools will complete and maintain a student Graduation Decision Framework for applicable students.

Expected Outcomes for Students and Parents

- **General education:** The percentage of students with disabilities included in general education courses will increase.
- **Traditional graduation rates:** The graduation rate of students with disabilities meeting a typical graduation pathway will improve.
- **Reading and mathematics proficiency:** Performance on Indicator 3c: reading proficiency and mathematics proficiency rates will improve for students with disabilities.
- **Postschool outcomes:** Performance on Indicator 14: postschool outcomes will improve.
- **Least Restrictive Environment:** The percentage of students with disabilities receiving special education services in their Least Restrictive Environment will increase.

Timelines

The timeline for implementing support structures and action items at the state and regional level can be found in Appendix D. As part of the plan creation and district review process, each of the 11 Districts will determine specific timelines for implementation of support structures and action items identified above.

Objective 9 – Urban Support Team

Provide the **Urban Support Team** with the leadership and staff necessary to support the 11 Districts in identifying barriers to student achievement.

Overview

The Urban Support Team was created as part of the Office for Exceptional Children in 2016 with the hiring of an assistant director and two educational program specialists. Three additional specialists were added within the next year. At that time, the purpose of this team was to provide long-term support addressing the complex needs of urban districts and their students. The initial focus of the team was on providing support to Ohio's urban districts for meeting IDEA compliance and to complete corrective actions identified by the Supports and Monitoring Team within the Office for Exceptional Children.

As the effort to support compliance grew, the team's understanding of the complexity of urban districts expanded. Its focus shifted to assisting with implementation of IDEA and specially designed instruction providing high-quality educational experiences for students with disabilities. The Urban Support Team began building a system of continuous supports helping urban districts to positively impact improvement for students with disabilities through the use of evidence-based strategies. In this work, the Urban Support Team is taking the lead on oversight, support and coordination of support for districts identified in the settlement agreement. This includes a case management approach to overseeing the 11 Districts in their efforts during the five years of the plan.

Supporting Structures and Action Items at State and Regional Level

The Department has identified educational program specialists for each of the 11 Districts to engage and coordinate supports and services in the plans of each district. These supports include identifying appropriate professional learning opportunities, and coaching and coordinating with district and building leadership teams as they begin to implement the district's improvement plan. The Urban Support Team will consult and coordinate services with:

- State support teams;
- Educational service centers, where applicable;
- Regional specialists (the Department's Office for Improvement and Innovation);
- Regional literacy specialists;
- Career-Technical Planning Districts;
- Regional data leads;
- The Department's Office of Teaching, Leading and Learning;
- The Department's Office of Intensive Support;
- The Department's Office of Integrated Student Supports;
- The Department's Office of Early Learning and School Readiness;
- The Department's Office of Learning and Instructional Strategies.

The state will take the following actions.

- **Mission and vision:** The Office for Exceptional Children, in collaboration with the Urban Support Team, will finalize mission and vision statements and the scope of work aligned with the 11 District Plan.
- **Urban Support Team role:** The Office for Exceptional Children will communicate the role of the Urban Support Team to the 11 Districts.
- **Professional learning:** The Office for Exceptional Children will consult regional and national partners to build capacity within the Urban Support Team for the provision of technical assistance, professional learning opportunities and leadership coaching.

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- **Promote family and community engagement:** The Department will develop action items in collaboration with the [Ohio Statewide Family Engagement Center at The Ohio State University](#) to promote family and community engagement within the 11 Districts.
- **Data collection system:** The Department will work in collaboration with the Urban Support Team to develop an electronic data collection system. This system will aid in the design of specialized plans for support of the 11 Districts based on shared data and identified needs. It will also be used to demonstrate the impact of the work done within the districts over time.
- **Build capacity:** The Department will build its capacity to work with the 11 Districts to improve experiences and outcomes for students with disabilities.
  - o Offices and teams across the Department will meet at least quarterly with the Urban Support Team to review data and develop supports for the Multi-Tiered System of Support, PBIS, transition, early childhood, universal design for learning, curriculum and instruction, federal programs and other areas identified as needs by the 11 Districts.
- **Equity labs:** In an effort to provide all students access to high-quality teachers and instruction, the Department will support district involvement in equity labs to identify equity issues and will assist districts in developing plans to address the issues based on individual district needs.
- **Root cause analysis:** The Office for Exceptional Children, in coordination with the Office for Improvement and Innovation, will build the capacity of the regional state support teams to support districts in conducting root cause analyses.
- **Professional learning:** The Urban Support Team will attend and participate in professional learning regarding:
  - o Universal design for learning and assistive technology;
  - o Applying technical assistance at the district and school level;
  - o Coaching skills;
  - o The Ohio Improvement Process and the connection to embedded resources;
  - o Root cause analysis as it relates to the data available through the Special Education Profile, Ohio School Report Cards and One Needs Assessment;
  - o Tier 1 instructional materials.
- **Quality assurance:** The Urban Support Team will assist and support districts with the creation and implementation of ongoing quality assurance processes and self-review systems.

The region will support the following actions.
- **Access and coordination:** The region will open professional learning and meetings to the Urban Support Team to coordinate supports for the 11 Districts.
- **Service delivery agreement:** The state support team will include identified Urban Support Team member when working with the district to establish service agreement deliverables for each district. The final determination of services will depend on each district's plan as established through a needs assessment, root cause analysis and equity gap analysis. The service agreement will include measures of progress and timelines for evaluation.
- **Communication:** State support teams will communicate with the Urban Support Team about areas identified in the settlement agreement including measures of progress, barriers to implementation of any item and other areas identified in the services agreement.

Supporting Structures and Action Items: District, School and Classroom
The Department expects that the district will take the following actions.

- **Access:** The district and schools will provide access for the Urban Support Team to attend district leadership team and building leadership team meetings to increase knowledge of the district's culture, policies, practices and procedures.
- **Connection:** The district will connect and communicate with the Urban Support Team member assigned to the district as it works to implement the improvement plan.

Expected Outcomes for Adult Implementation

The following are the expectations of adults at the state level.

- **Professional learning:** The Urban Support Team staff and assistant director will meet monthly to analyze professional learning completion and additional needs for Urban Support Team members.
- **Resource review:** The Department will conduct a yearly review of Urban Support Team resources and professional learning.
- **Ongoing monitoring:** The Department will collect data and conduct ongoing monitoring of coaching supports to the 11 Districts.
- **Progress monitoring of collaboration:** The Department will monitor ongoing collaboration with the state support team and the Urban Support Team.
- **Progress monitoring of district improvement:** The Department will monitor improvement in the 11 Districts' work around provision-related improvements, including long-term planning and incorporation of provision-related work into existing improvement plans.

Timelines

The timeline for implementing support structures and action items at the state and regional levels can be found in Appendix D. As part of the plan creation and district review process, each of the 11 Districts will determine specific timelines for implementation of support structures and action items identified above.

Periodic Review of the 11 District Plan

The Department will provide updates to the 11 Districts Advisory Group as to the development and implementation of the plan on at least a quarterly basis.

Consistent with the objectives outlined in the Settlement Agreement, the Department will develop a process for the periodic review of the 11 District Plan for the purpose of (i) assessing its effectiveness and (ii) determining prospects for the Department to increase the state performance indicators if and when appropriate. To accomplish this objective, the Department will use district profiles that illustrate progress and performance in identified areas. The Department will develop profiles for the 11 Districts which may include progress on the Special Education Profile indicators; systems and infrastructure improvements such as Tiered Fidelity Inventories for Reading and Behavior; data reflecting improvements in district capacity demonstrated by knowledge gained from professional learning in specific areas; and student progress and performance on statewide assessments and curriculum-based measures. The profiles will be used to examine longitudinal data to assist districts in determining if they are meeting the goals established for the Special Education Profile indicators:

- 1: Graduation;
- 3c: Achievement in reading and mathematics;
- 5a: Least restrictive environment.

- 14: Postschool outcomes.

The profiles will be shared with a variety of stakeholders including the 11 District Advisory Committee, State Advisory Panel for Exceptional Children (SAPEC) and the state support team and district leadership teams. The Department will use the profiles and other results to keep stakeholders informed of progress made by the 11 Districts and to solicit feedback from stakeholders about changes needed to improve state, regional and district outcomes. Below is a timeline for the Department to review the 11 District Plan.

TABLE 2: Timeline and Process Activities for State Plan Review					
Process Activities	Due Dates				
	Year 1 (2020 – 2021)	Year 2 (2021 – 2022)	Year 3 (2022 – 2023)	Year 4 (2023 – 2024)	Year 5 (2024 – 2025)
Baseline data analyzed for state plan creation	X				
State plan drafted	X				
State plan reviewed by advisory council	X				
State plan finalized	X				
State plan reviewed; data analyzed for activities by provision; update report on progress		X	X	X	X
State plan updated based on review of progress			X	X	X
Sustainability section of state plan drafted					X
Sustainability section of state plan reviewed by advisory council and finalized					X

Determination of the Success of the 11 District Plan

Once the plan has been operationalized, it will be important to determine the extent to which the actions implemented are improving outcomes for students with disabilities. Data will be collected through Special Education Profiles, the state report card and local sources, such as curriculum-based and district identified measures.

The Department will develop data collection tools to track adult acquisition of knowledge, skills, practices and processes related to professional learning and implementation measures in districts and buildings to determine whether the plan is being implemented with fidelity.

District leadership teams, in collaboration with state support teams and the Urban Support Team, will design implementation rubrics or "look fors" to be used during walk-throughs by district leadership teams and building leadership teams. Implementation rubrics will be used by the teams to determine if professional learning opportunities are being implemented with fidelity. Teams can then assess if

they need additional support and coaching in order to improve implementation methods and support each other in implementation.

Walk-throughs, coaching, collaborative team discussion and observations will inform the modification of practices and determine if additional professional learning opportunities or coaching are necessary to foster success. Updates or modification of the plan and progress monitoring information should also be shared with internal and external partners through the implementation process.

The following profile indicators will be overall measures: graduation rates (Indicator 1), reading and mathematics achievement rates (Indicator 3c), numbers of students enrolled in general education classrooms (Indicator 5a) and postsecondary outcomes for students with disabilities enrolled in the 11 Districts (Indicator 14).

Actions and expected results for adults and students are detailed by provisions in Appendix C

Sanctions

The Department will exhaust all efforts to engage and support the 11 Districts in implementing items in the 11 District Plan over the course of the four-year implementation period. However, in the event a district has not engaged or made substantial progress on their overall improvement plan, the Department may impose a system of progressive sanctions. The policy on progressive sanctions communicates how and when sanctions may be imposed. The Department's authority to impose sanctions is described in federal requirements and state law. The sanctions policy is not specifically reserved for the 11 Districts Plan but for all responsibilities under IDEA and state law.

34 C.F.R. 300.222 [LEA and State agency compliance]
ORC 3317.01 [School foundation program]
OAC 3301-51-01(A)(8) [Effect on funding; notice to public]

Tiered Approach to State and Regional Professional Learning and Support
- The Department's internal 11 District team will oversee the development of professional learning for districts about the sanctions policy and procedures developed by the Office for Exceptional Children.
- Leadership from the Office for Exceptional Children will share the sanctions policy and procedures with district superintendents, chief executive officers and other designated district administrators.
- The Office of Exceptional Children will develop, present and utilize the Learning Management System or develop a PowerPoint presentation that will contain:
    o The content of the sanctions policy, including the reasons a district may be sanctioned along with relevant timelines;
    o Details on the role that state support teams, educational service centers, where applicable, and the Urban Support Team may play in the sanctions process and how regional teams may assist with implementing corrective actions;
    o Sample documents associated with the sanctions policy, such as notification letters and other types of communication involving the Office for Exceptional Children, state support teams or educational service centers in any part of the sanctions process;

   o Requirements that must be fulfilled in order for any of the 11 Districts to be released from sanctions.

Plan for Addressing Sanctions with Districts

The Department will examine improvement plans, which are created using the One Needs Assessment, by identifying priority needs and root causes and writing goals with action steps.

The Urban Support Team, state support teams and educational service centers where applicable will:

- Coach the 11 Districts on how to write goals and action steps that are realistic and challenging, yet attainable;
- Support the 11 Districts in monitoring their plans to determine if goals and action steps are being met;
- Provide coaching and other support to the 11 Districts to determine why goals are not being met (root cause analysis) and help them modify action steps, if necessary.

Sanctions are triggered when a district does not implement an existing or modified plan despite attempts by the Department to bring the district into compliance.

- The Department's internal 11 District team will notify the Urban Support Team, state support teams and other offices within the Department when any of the 11 Districts is in any stage of the sanctions process; describe the reason(s) why the district is sanctioned; and advise when the district is released from sanctions.
- The state support teams and Urban Support Team will provide the 11 Districts with training and coaching to avoid additional sanctions.
- The Office for Exceptional Children will communicate with the Urban Support Team and state support teams regarding the sanctions process.

Supporting Structures and Action Items for Districts, Schools and Classrooms

- Data will allow the 11 Districts, Urban Support Team and state support teams to monitor the implementation of each district plan in order to verify fidelity of implementation.
- The OIP will allow districts and schools to plan, implement and review their plans strategically. This work includes district leadership teams, building leadership teams and teacher-based teams engaging with the five-step OIP process.

Appendix A

SETTLEMENT AGREEMENT

This Settlement Agreement is between John Doe, et al. ("Plaintiffs") and State of Ohio, et al. ("Defendants") and will become effective upon Court approval, subject to the provisions of Section 12 below.

BACKGROUND INFORMATION

A. Plaintiffs are individual students who have filed a lawsuit styled *John Doe, et al., v. State of Ohio, et al.*, in the United States District Court, Southern District of Ohio, Eastern Division, Case No. 2:91-cv-464, asserting claims under the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act;

B. The parties agree that there has been significant progress statewide in educating students in the least restrictive environment ("LRE") over the past decades. Currently, the percentage of students who spend more than 80% of their time in regular classrooms is above the national average, with almost 70% of students in the non-urban districts (Typology 1-6) spending greater than 80% in general education settings;

C. The parties further agree that through the efforts of the State of Ohio, particularly the Ohio Department of Education ("ODE"), graduation rates statewide for Ohio students, including those of special education students, have continued to improve over the past decade; for the school year 2016-2017, all subgroups improved their proficiency rates in English language arts and math compared to the previous year; and more than 3,000 Ohio students met the Prepared for Success criteria, and nearly 6,000 more earned a "bonus point" compared to last year;

D. Through discovery and consultation with experts in the field of education, the parties agree that certain students with disabilities in large urban settings in Ohio need additional focus and support;

E. The parties share a commitment to quality education for all students in Ohio and a results oriented approach to special education, specifically directed to eleven large urban districts in Ohio to include those in Typology 8 along with Lima, Zanesville and East Cleveland (collectively, the "Target Districts").

F. ODE has proposed and Plaintiffs agree that a shared commitment to the following objectives (the "Guiding Principles") will further improve outcomes for students with disabilities enrolled in schools in the Target Districts. The parties also agree that this shared commitment is consistent with and will enhance the identification of comprehensive (Priority) and targeted (Focus) support for schools outlined in ODE's state plan that was submitted and approved by the US Department of Education and with ODE's strategic plan (currently being finalized). :

- Additional support by ODE to assist with the Target District's compliance with IDEA, including through ODE's Urban Support team, Educational Service Centers, and state support teams;
- Strengthening ODE's Urban Support Team;
- Focusing the school improvement activities of the Urban Support Team to complement support provided by the educational service centers (where applicable) and state support teams;
- Additional professional development based on particular and observed needs,
- Increased focus on language and literacy, including through support from the Regional Literacy Specialists, and
- Improved initiatives for post-secondary transition, including pursuant to the Workforce Innovation and Opportunity Act.

G. The actions that Defendants will take pursuant to this Agreement are geared toward improving the achievement of students with disabilities and their inclusion in regular classrooms. As described below, Defendants believe this will improve the Ohio Department of Education's ("ODE") statewide system of support for school districts.

PROVISIONS

NOW THEREFORE, in consideration of the foregoing and for valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree to the following terms, covenants and obligations:

1. <u>Development of Plan</u>. Within one year of the Effective Date of this Agreement, , ODE will design a plan for a redesigned state support system for special education including a particularized approach for the Target Districts (the "Plan") consistent with the Guiding Principles.

2. <u>Content and Objectives of the Plan</u>. The Plan will be reasonably designed to improve rates of achievement, including LRE, in the local districts, particularly the Target Districts. For purposes of this Agreement, "achievement" shall mean improvement in student scores in language, literacy and math; improving rates of students that meet the Prepared For Success ("PFS") component of the Ohio School Report Card; and, improvement in the special education program performance indicators outlined in ODE's Part B State Performance Plan (SPP) that includes measurable and rigorous targets for the 17 indicators identified by the Office of Special Education Programs (OSEP) at the U.S. Department of Education (USDOE), which is updated consistent with governing law. The Plan will also be consistent with ODE's goals outlined in the state plan submitted under the Every Student Succeeds Act. The goals for improvement in achievement, including LRE, for the Target Districts will be ambitious. The Plan will be informed by evidenced-based strategies and include:

   a. Measures designed to achieve the existing, or updated, SPP indicators for achievement and LRE beginning in the second year of this Agreement, for each of the Target Districts. The current indicators for achievement and LRE– Indicators 1, 3c, 5a, and 14 -- may be increased but not lowered during the term of this Agreement;

   b. A process for the periodic review of the Plan for the purpose of (i) assessing its effectiveness and (ii) prospects for ODE to increase the SPP indicators if and when appropriate, which will be done every 5 years, at a minimum;

   c. Increased focus on language and literacy, including early literacy. The increased focus will include support provided by Regional Early Literary Specialists including dedication of one individual Regional Early Literacy Specialist to each of the Target Districts;

   d. Providing the Urban Support Teams with the leadership and staff to provide necessary support to the Target Districts to identify barriers to achievement, including LRE, and strategies to overcome these barriers;

e. Provision of additional professional development activities and technical support to the IEP teams in the Target Districts to ensure students receive the necessary supports and services pursuant to the requirements of the IDEA and that decisions are made on an individualized basis;

f. Provision of professional development for leadership and teachers (with particular attention to the Target Districts) focused on areas of greatest need and with emphasis on student achievement, including LRE;

g. Providing targeted support to improve school climate (i.e. a climate where every student feels safe and engaged) and implementation of a district-wide system of positive behavior intervention and support including Tier II and Tier III interventions and supports;

h. Providing support for the implementation of robust multi-tiered systems of support ("MTSS");

i. Providing technical support and assistance to each of the Target Districts in connection with the development of its own improvement plan consistent with, and as outlined in, the Plan (which shall include parameters to assist the local districts in their own planning process), including continuing to offer guidance regarding the Target Districts' responsibilities for providing IDEA "related services" that address a student's mental health needs;

j. A policy for imposing progressive sanctions on local districts for failing to meet their improvement plans;

k. Increased focus on strategies for improving post-secondary transition, including language and literacy;

l. Universal design for learning and assistive technology;

m. Continued focus on helping parents understand that students may continue to receive special education until they reach age 22 or they have met the requirements for graduation that apply to students without disabilities, whichever occurs first, and

n. A provision for modifying the Plan if improvements are not occurring. Any modifications will be informed by evidence based strategies.

3. <u>Target Districts Advisory Group</u>. ODE will design the Plan in consultation with the Target Districts Advisory Group, which will be comprised of no less than seven (7) members consisting of: two representatives designated by Plaintiffs, one representative designated by ODE, the Director of the Office for Exceptional Children ("OEC"), the Associate Director of OEC, the Director of the Urban Support Team, and up to two additional members as mutually agreed upon by the parties. The Target Districts Advisory Group shall be administratively supported by ODE. Plaintiffs acknowledge that ODE has a federally required State Advisory Panel for Exceptional Children

("SAPEC"). The purpose of the Target Districts Advisory Group is twofold: (1) to offer guidance to ODE in developing the Plan, which will then be presented to SAPEC for review, and (2) to review and provide advice regarding ODE's efforts to develop the Plan and implement the Plan across the Target Districts. The Target Districts Advisory Group is advisory only and lacks authority to require approval of the Plan by ODE, who has the full authority to approve the Plan after considering input from SAPEC and the Target Districts Advisory Group. The Target Districts Advisory Group will have the discretion to establish its own operating procedures. ODE and the Target Districts Advisory Group will agree on the frequency and location of Target District Advisory Group meetings (with an option for Advisory group members to participate by phone or videoconference). The Target District Advisory Group will decide the manner in which it reviews the Plan and provides its advice regarding ODE's implementation of the Plan.

4. <u>Role of Target Districts Advisory Group</u>. The parties acknowledge and understand that the role of the Target Districts Advisory Group is advisory only and it will have no authority to direct the actions of OEC or ODE. The parties further acknowledge and understand that Ohio is a local control state and ODE will not be held responsible for the actions or failure to act by local districts in adopting, implementing, or complying with those facets of the Plan made applicable to the local districts if (i) Defendants lack the authority under federal and state law to secure implementation or compliance by the local district or (ii) if Defendants have the authority under federal and state law to secure implementation or compliance by the local district, Defendants have made all reasonable efforts to secure implementation or compliance by the local district. If Defendants determine they lack the authority under federal and state law to secure implementation or compliance by a local school district, Defendants will notify Plaintiffs. The parties acknowledge and understand that changes in leadership in a school district or unforeseen events may temporarily delay a school district's implementation of one or more facets of the Plan applicable to the school district. If one of the Target Districts has a change in a key personnel and that results in the Target District's lack of improvement, or, for example, if there is a failure of a Target District to implement certain school improvement activity allegedly due to collective bargaining restrictions, these would be addressed by the above standard. Plaintiffs cannot pursue action against ODE for that failure if it is outside of ODE's control.

5. <u>Updates by ODE</u>. ODE will provide updates to the Target Districts Advisory Group as to its development and implementation of the Plan no less than on a quarterly basis and the Target Districts Advisory Group may make suggestions to ODE on the implementation of the Plan.

6. <u>Implementation of the Plan</u>. Beginning in the second year of this Agreement and subsequent years, ODE shall make all reasonable efforts to implement the Plan. In the second year of this Agreement, ODE will assist each Target District in developing its respective local district improvement plan. Beginning in the second year of this Agreement and in subsequent years, the Target Districts Advisory Group will advise the parties whether, in their view, the Plan is being implemented with fidelity, and will provide suggestions to ODE to address any deficiencies noted in the Plan or its implementation.

7. Local District Compliance. Beginning in the third year of this Agreement, ODE shall make all reasonable efforts within its authority under federal and state law to assure the Target Districts are implementing their respective improvement plans. Throughout the term of this Agreement, ODE shall continue to implement and assess the redesigned system of support in accordance with the Plan.

8. Alternative dispute resolution. If the Plaintiffs determine there is evidentiary support that ODE has not met its obligations, described above, to develop and implement the Plan in accordance with the deadlines outlined above, or that beginning in the third year of this Agreement, improvements in achievement, including LRE, against the goals outlined in the SPP, are not being realized, Plaintiffs can seek relief under the following alternative dispute resolution procedure:

   a. Plaintiffs shall provide written notice to ODE of the basis for Plaintiffs' dissatisfaction, said notice being directed specifically to the following individuals:

      ☐ State Superintendent of Public Instruction

      ☐ Chief Legal Counsel

      ☐ Senior Executive Director of Curriculum and Assessment

      ☐ Director of Office for Exceptional Children

   b. Within thirty (30) days of receipt of the notice from Plaintiffs, DRO and ODE shall meet and confer in an effort to agree on how to address Plaintiffs' concerns. The parties may consult with the Target Districts Advisory Group for assistance in addressing Plaintiffs' concerns.

   c. If DRO and ODE cannot resolve the disagreement, they shall submit the dispute to mediation. DRO and ODE shall agree on a mediator, said mediator being someone with experience and knowledge in special education. ODE shall timely implement the solutions agreed upon during mediation.

   d. If DRO and ODE cannot reach agreement during a mediation process of two months, Plaintiffs may seek relief from the Court.

   e. Notwithstanding the foregoing, the parties acknowledge and agree that this alternative dispute resolution is not intended to supersede ODE's current day-to-day practice of receiving and addressing educational practice issues through the Office for the Exceptional Children.

9. Term of Agreement. The term of this Agreement will be for five years from the Effective Date of the Agreement.

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10. This Agreement is intended to resolve all claims asserted in the Plaintiffs' current Complaint, or that could have been asserted in this action, by each and any member of the class certified in this action. All such claims are hereby released in full in perpetuity by each and every member and on behalf of each and every member's heirs, successors, assigns and representatives. The certified class acknowledges and agrees that the terms of this Agreement are beneficial to the certified class. This waiver applies to any and all claims for systemic relief related to matters addressed in this Settlement Agreement. This waiver is not intended to bar an individual class member from pursuing an administrative or judicial action claiming that, as to that class member alone, the class member is not receiving all the special education services in the LRE to which the class member is entitled, under IDEA, Section 504, or Ohio law.

11. <u>Access to Information</u>. Subject to federal and state privacy laws, including FERPA, ODE will provide the Advisory Group with data and other information reasonably requested by the Target District Advisory Group and within a reasonable time period.

12. <u>Contingent Approval.</u> This agreement is explicitly contingent on the parties agreeing to the amount of attorney's fees and costs to be paid by Defendants to counsel for the class. The parties agree to seek the proposal of the mediator and ODE agrees to use reasonable efforts to seek approval to pay the amount of the mediator's proposal. If the fees are not approved pursuant to the State's process, this document is null and void for all purposes. By signing this Agreement, the parties agree that before there is an agreement on fees, there is no prevailing party in the pending matter that is based on this Agreement.

13. <u>Court Approval</u>. If the parties agree pursuant to paragraph 12, they will submit this Agreement to the Court for approval pursuant to Fed.R.Civ.P. 23. The parties agree that, if the Agreement is approved, the Court has the authority and jurisdiction to ensure the parties meet their obligations under the Agreement.

14. <u>Consent Decree</u>. Plaintiffs acknowledge that the Consent Decree entered October 21, 2009 is no longer operative.

DEFINITIONS

a. "Plaintiffs" refers to the named Plaintiffs and the plaintiff class. The certified plaintiff class is described in Doc. 59 (entered on Feb. 20, 1996).
b. "Defendants" refers to The State of Ohio; John Kasich, in his official capacity as Governor of the State of Ohio; Paolo DeMaria in his official capacity as the State Superintendent of Public Instruction; The Ohio State Board of Education; and The Ohio Department of Education.
c. The "parties" refers to the named Plaintiffs, the plaintiff class, and Defendants.
d. The eleven "Target Districts" are the: Akron City School District, Canton City School District, Cincinnati Public School District, Cleveland Metropolitan School District, Columbus City School District, Dayton Public School District, East Cleveland City School District, Lima City School

District, Toledo Public School District, Youngstown City School District, and Zanesville City School District.

e. "LRE," when used in this Agreement, refers to the percent of students with disabilities ages 6 through 21 served inside the regular class environment 80 percent or more of the day. This is measured by Indicator 5a of the SPP.

f. "Urban Support Team" refers to a unit within ODE's Office of Exceptional Children that provides and helps manage support and technical assistance to Ohio's urban districts as part of ODE's state support system for special education.

g. "Educational Service Centers" are service providers that contract with client school districts for the provision of administrative, academic, fiscal, and operational support services as currently described in Ohio Revised Code Sections 3313.843 and 3313.845.

h. "state support teams" are regional teams, coordinated by ODE, that provide technical assistance to Ohio school districts to improve school climate and learning outcomes, with a focus on students with disabilities.

i. The "State Advisory Panel for Exceptional Children (SAPEC)" is an advisory panel created pursuant to 34 C.F.R. Part 300.167 - 300.169. Defendants intend to submit to SAPEC the plan described in paragraphs 1-2 below.

j. "Positive Behavioral Interventions and Supports" (PBIS) is a school-wide approach to improving school climate and student behavior. PBIS includes three levels of support. Tier I is for all students. Tier II is direct interventions for students, such as counseling. Tier III is more intensive interventions.

k. The "Effective Date" is the date that this agreement is approved by the Court.

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Appendix B

Staff and expertise available to each district

District Name	Agreement with Educational Service Center	State Support Team	ODE Urban Team	State Support Team Urban Literacy Specialists
1. Akron	Cuyahoga County Educational Service Center	Region 8	Maria Nader	Kim Nagy
2. Canton	Stark County Educational Service Center	Region 9	Sara Sadowski	Debbie Hartwig
3. Cincinnati	Hamilton County Educational Service Center	Region 13	Kelly Churchwright	Jessica Hoffman
4. Cleveland	Cuyahoga County Educational Service Center	Region 3	Andrea DiFrancesco	Stephanie VanDyke
5. Columbus	Educational Service Center of Central Ohio	Region 11	Lyndsay Havey	Tia Jackson
6. Dayton	Montgomery County Educational Service Center	Region 10	Adam Sandhoff	Pamela Young-Groach
7. East Cleveland	Cuyahoga County Educational Service Center	Region 3	Wendy Branner	Jacqueline Dietrich
8. Lima	Allen County Educational Service Center	Region 6	Sara Sadowski	Cheryl Byrne
9. Toledo	Not affiliated with an educational service center	Region 1	Lyndsay Havey	Jackie Jacoby
10. Youngstown	Mahoning County Educational Service Center	Region 5	Andrea DiFrancesco	Marlo Miller
11. Zanesville	Muskingum Valley Educational Service Center	Region 12	Adam Sandhoff	Erin Adkins

*Updated Annually

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Appendix C

Table 1: Supporting Structure and Action Items

Settlement Provision	Action Taker	Actions to implement plan for improvement
Provision 2.c. Increased focus on language and literacy, including early literacy. The increased focus will include support provided by Regional Early Literary Specialists including dedication of one individual Regional Early Literacy Specialist to each of the Target Districts	Ohio Department of Education and Regional Supports	• Developing a literacy unit in the Office of Approaches to Teaching and Professional Learning. This office employs literacy specialists representing birth to school-entry, elementary, intermediate and high school. • Identifying a single point of contact to serve as the liaison for the urban literacy members of state support teams. • Providing professional learning and support services to educational service centers, where applicable, and state support teams through the State Literacy Network; • Providing two Ohio literacy lead positions and two adolescent literacy specialists at the regional level. • Adding 11 dedicated urban literacy specialists within the state support teams, one for each of the 11 Districts. • The Office of Early Learning and School Readiness and the Office of Approaches to Teaching and Professional Learning will create Ohio's Ready Schools Guide for Language and Literacy: A Partnership Approach, a guide for early childhood entities working with local schools.

	11 Districts	• Create and monitor structures that include processes and tools for the following:
		  ○ Identifying learner literacy needs;
		  ○ Identifying root causes;
		  ○ Setting goals;
		  ○ Utilizing literacy evidence-based strategies learned through the regional professional learning series;
		  ○ Engaging in implementation of literacy efforts;
		  ○ Implementing a continuous improvement process;
		  ○ Monitoring continuous improvement of the instructional teaching of literacy and student growth.
		• District teams will engage in continued analysis and reflection to examine progress toward goals. Adjustments of the goals, strategies or action steps may be needed based on these results.
		• As a part of the district continuous improvement structure, schools will maintain a building leadership team and teacher-based teams that will support preK-12 literacy instruction.
		• Based on recommendations and information gained through district and building teams implementation of the Ohio Improvement Process, teachers will implement evidence-based literacy strategies in the classroom and collect data. This information will be analyzed through the district improvement process.

Provision 2.d. Providing the Urban Support Teams with the leadership and staff to provide necessary support to the Target Districts to identify barriers to achievement, including LRE, and strategies to overcome these barriers	Ohio Department of Education	• The Department has identified educational program specialists for each of the 11 Districts to engage and coordinate supports and services in the plans of each district. These supports include identifying appropriate professional learning opportunities, and coaching and coordinating with district and building leadership teams as they begin to implement the district's improvement plan. The Urban Support Team will consult and coordinate services with:
		  ○ State support teams;
		  ○ Educational service centers, where applicable;
		  ○ Regional specialists (the Department's Office for Improvement and Innovation);
		  ○ Regional literacy specialists;
		  ○ Career-Technical Planning Districts;
		  ○ Regional data leads;
		  ○ The Department's Office of Teaching, Leading and Learning;
		  ○ The Department's Office of Intensive Support;
		  ○ The Department's Office of Integrated Student Supports;
		  ○ The Department's Office of Early Learning and School Readiness;
		  ○ The Department's Office of Learning and Instructional Strategies.

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		• The Office for Exceptional Children, in collaboration with the Urban Support Team, will finalize mission and vision statements and the scope of work aligned with the 11 District Plan.
		• The Office for Exceptional Children will communicate the role of the Urban Support Team to the 11 Districts.
		• The Office for Exceptional Children will consult regional and national partners to build capacity within the Urban Support Team for the provision of technical assistance, professional learning opportunities and leadership coaching.
		• The Department will develop action items in collaboration with the Ohio Statewide Family Engagement Center at The Ohio State University to promote family and community engagement within the 11 Districts.
		• The Department will work in collaboration with the Urban Support Team to develop an electronic data collection system. This system will aid in the design of specialized plans for support of the 11 Districts based on shared data and identified needs. It will also be used to demonstrate the impact of the work done within the districts over time.
		• The Department will build its capacity to work with the 11 Districts to improve experiences and outcomes for students with disabilities.
		   o Offices and teams across the Department will meet at least quarterly with the Urban Support Team to review data and develop supports for the Multi-Tiered System of Support, PBIS, transition, early childhood, universal design for learning, curriculum and instruction, federal programs and other areas identified as needs by the 11 Districts.
		• In an effort to provide all students access to high-quality teachers and instruction, the Department will support district involvement in equity labs to identify equity issues and will assist districts in developing plans to address the issues based on individual district needs.
		• The Office for Exceptional Children, in coordination with the Office for Improvement and Innovation, will build the capacity of the regional state support teams to support districts in conducting root cause analyses.
		• The Urban Support Team will attend and participate in professional learning regarding:
		   o Universal design for learning and assistive technology;
		   o Applying technical assistance at the district and school level;
		   o Coaching skills;
		   o The Ohio Improvement Process and the connection to embedded resources;
		   o Root cause analysis as it relates to the data available through the Special Education Profile, Ohio School Report Cards and One Needs Assessment;
		   o Tier 1 instructional materials.
		• The Urban Support Team will assist and support districts with the creation and implementation of ongoing quality assurance processes and self-review systems.

	Regional Supports	• The region will open professional learning and meetings to the Urban Support Team to coordinate supports for the 11 Districts. • The state support team will include identified Urban Support Team member when working with the district to establish service agreement deliverables for each district. The final determination of services will depend on each district's plan as established through a needs assessment, root cause analysis and equity gap analysis. The service agreement will include measures of progress and timelines for evaluation. • State support teams will communicate with the Urban Support Team about areas identified in the settlement agreement including measures of progress, barriers to implementation of any item and other areas identified in the services agreement.
	11 Districts	• The district and schools will provide access for the Urban Support Team to attend district leadership team and building leadership team meetings to increase knowledge of the district's culture, policies, practices and procedures. • The district will connect and communicate with the Urban Support Team member assigned to the district as it works to implement the improvement plan.
Provision 2e. Provision of additional	Ohio Department of Education	• The Department will continue to provide training and guidance to state support teams and educational service centers, where applicable, on varying topics related to compliance practices and procedures.

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professional development activities and technical support to the IEP teams in the Target Districts to ensure students receive the necessary supports and services pursuant to the requirements of the IDEA and that decisions are made on an individualized basis		• The Department, using data from the Urban Support Team and state support teams, will modify or provide additional professional learning. • The Department, using data from the Urban Support Team and state support teams, will determine areas of concern regarding alignment of supports and tiered professional learning to meet individual district needs. • The Department will provide updates to the Learning Management System and universal support materials via the Department website.

	Regional Supports	• The state support teams and educational service centers, where applicable, will utilize the department's special education self-review tool to teach district special education supervisors how to review IEPs and observe for proper implementation.
		• The state support teams and educational service centers, where applicable, will collaborate with related service associations and other educational organizations to meet the learning needs of related service providers.
		• The state support teams, in collaboration with the Urban Support Team, will facilitate the use of the tiered fidelity inventory and work in conjunction with the district to prioritize areas of need in their One Plan. Training will be tiered based on each district's needs rather than a universal training for all districts.
		• The state support team and educational service center, in collaboration with the Urban Support Team, will work with the district to develop a continuous improvement plan including professional learning (facilitation, follow-up and coaching).
		• The state support team and educational service center, in collaboration with the Urban Support Team, will assist the district in:
		    o Evaluating the effectiveness of professional learning;
		    o Determining specific areas that require follow-up training or coaching;
		Tracking the number of professional learning opportunities provided to districts.

	11 Districts	• The district, with assistance from regional state support teams, will develop processes and procedures that provide a systematic structure of support for students with disabilities which includes data being shared vertically from teacher-based teams to building leadership teams to the district leadership team.
		• The processes and procedures developed will assist the district in developing tools that examine quality assurance for evaluations, evaluation team reports and IEPs including:
		    o Processes and tools to support the special education director with quality assurance checks of IEPs;
		    o Observation tools that promote implementation of IEP supports;
		    o Accommodations and strategies as well as specially designed instruction.
		• The special education director and building principals will identify educator needs concerning the implementation of IEP interventions and specially designed instruction. These administrators will:
		    o Identify and establish training goals for educators based on examination of IEPs and implementation efforts;
		    o Identify appropriate delivery of supports to educators such as coaching or direct professional learning;
		    o Develop continuous improvement plans and monitor continuous improvement.
		• The district will support critical professional learning needs as identified through the analysis of current data.
		• The district will use staff survey results, observations from walk-throughs and quality assurance results to determine professional learning needs.
		• The district collaborative teams will select evidence-based interventions and supports aligned to identified root cause(s) to improve outcomes for students with disabilities.
		• The district collaborative teams will create, in conjunction with the state support team and the Urban Support Team, a comprehensive plan which will include: SMART goals; strategies and action steps and appropriate professional learning; and modeling and coaching based on need. In addition, the plan will include specific steps for identifying professional learning for IEP teams:
		    o Begin with preassessment to gather baseline knowledge;
		    o Identify who will be trained, content of the training and what action steps the trainees will take with the material;

		○ Administer post-assessment; ○ Create internal monitoring plans to identify what support and coaching trainees will receive. - The district's continuous improvement plan will include professional learning, attainment of new skills or knowledge and team collective awareness and coaching to support application of new practices for adults. This must include adequate release time for school staff members to attend training and team time to discuss how implementation will look and the expected impacts. - The district's collaborative teams will engage in continued analysis and reflection to examine progress in the Ohio Improvement Process and make adjustments as needed based on advancement toward identified goals. - School leaders will conduct walk-throughs and follow the monitoring plan to determine appropriate application and implementation of supports and services on IEPS. - School staff will participate in coaching identified in the continuous improvement plan. - Teachers will implement identified training that supports outcomes for students with disabilities and collect data on implementation. This data will be analyzed through the district improvement process.
Provision 2.f. Provision of professional development for leadership and teachers (with particular attention to the Target Districts) focused on areas of greatest need and with emphasis on student achievement, including LRE	Ohio Department of Education	- The Department will build the capacity of the Urban Support Team to coach the 11 districts in the use of inclusive instructional and organizational practices. - The Department will continue to assist districts in developing internal monitoring processes of LRE compliance and effective teaching practices utilizing specially designed instruction and improved use of supports and accommodations. - The Department will build on collaborative efforts with state support teams, educational service centers (where applicable) and the 11 Districts to provide professional learning and coaching in the areas of LRE and student achievement. This will focus on evidence-based strategies implemented through inclusive instructional practices. - The Department will develop and provide a Learning Management System module specifically on LRE for professional learning purposes. - The Department will continue to provide training to mentors of resident educators to build the capacity of new educators in developing evidence-based instructional delivery that raises student achievement. - The Department will continue to provide training on the Ohio Teacher Evaluation System 1.0 and 2.0, the Ohio Principal Evaluation System 2.0 and the Ohio School Counselor Evaluation for evaluators to continue providing feedback for professional growth in delivering inclusive instructional practices. - The Department will continue to update and conduct equity labs to assist districts in providing access to high quality teaching and instruction. - The Department will develop and present targeted professional learning to the 11 Districts about selecting and implementing quality instructional materials.
	Regional Supports	- The region will assist the 11 Districts in developing a continuous improvement plan which includes professional learning and coaching to build teacher capacity in providing inclusive instructional practices. - The region will provide literacy, equity and PBIS professional learning to support the use of data in improving student achievement while in the LRE placement. - The region will provide training to school counselors on transition planning to improve postschool outcomes for students. - The region will provide consultants to support the 11 District staff who participate in the Advancing Inclusive Principal Leadership project and Ohio Leadership for Inclusion, Implementation and Instructional Improvement professional learning. - The region will collaborate with the Department to provide professional learning and coaching with the 11 Districts on evidence-based inclusive instructional and organizational practices. - The region will collaborate with the Department to provide professional learning and coaching related to the Ohio Teacher Evaluation System 1.0 and 2.0, the Ohio Principal Evaluation System 2.0, the School Counselor Standards and Evaluations, LRE, literacy instruction and PBIS.

	11 Districts	• The district will develop a structure including processes and tools to identify learner needs, conduct root cause analysis, set goals, identify appropriate evidence-based strategies, develop continuous improvement plans and monitor continuous improvement. This structure will include a district leadership team, building leadership teams and teacher-based teams.
		• The district will identify critical needs utilizing current data.
		• The district will complete their One Needs Assessment to pinpoint evidence-based strategies that target identified needs.
		• After a review of the district needs assessment, the district will develop a continuous improvement plan including professional learning aligned to existing resources (for example, the Ohio Standards for Professional Development including Guidelines for a Successful Professional Development System; Ohio's Evidence-Based Clearinghouse; and What Works Clearinghouse) to implement inclusive instructional and organizational practices that increase student achievement while in the LRE placement. Plans should consider:
		   o Capacity and subsequent supports needed to implement professional learning plans;
		   o Mentors for resident teachers;
		   o The Ohio Teacher Evaluation System, Ohio Principal Evaluation System and Ohio School Counselor Evaluation System evaluations to determine areas where professional learning support is needed to promote student achievement;
		   o Data analysis on equity gaps;
		   o Progress on implementation of the professional learning plan.
		• Teams will engage in continued analysis and reflection to examine progress toward goals. Adjustments of the goals, strategies or action steps may be needed based on these results.
		• The school will maintain a building leadership team and teacher-based teams, as part of the OIP, that support inclusive instructional and organizational practices to increase student achievement in the LRE placement as outlined in their plan.
		• The staff will implement identified inclusive instructional and organizational practices to increase student achievement in the LRE placement and collect data on implementation. This data will be analyzed through the district improvement process.

Provision 2.g. Providing targeted support to improve school climate (i.e. a climate where every student feels safe and engaged) and implementation of a district-wide system of positive behavior intervention and support including Tier II and Tier III interventions and supports	Ohio Department of Education and Regional Supports	• The region will work with each district to develop individualized plans for PBIS implementation. • The region will assess current capacity and PBIS implementation to identify strengths and areas for improvement. The regional support teams will assist districts in completing a capacity assessment and in reviewing their system's fidelity inventory. • The region will assist districts in creating PBIS implementation plans, including districtwide training and coaching plans.
	11 Districts	• The district will have a structure in place that includes processes and tools to support implementation and sustainability of a positive behavioral interventions and supports system. • The district will identify critical social-emotional needs utilizing current disaggregated data. • The collaborative teams will select evidence-based interventions and supports aligned to identified root cause(s) in support of Ohio's Social and Emotional Learning Standards for grades K-12. • The collaborative teams will create a comprehensive plan that will include: SMART goals, strategies and action steps and appropriate professional learning, such as modeling and coaching based on need. • The collaborative teams will engage in continued analysis and reflection to examine progress toward goals. Adjustments of goals, strategies or action steps may be needed based on these results. • As part of the district continuous improvement structure, schools will maintain a building leadership team and teacher-based teams that will support K-12 social-emotional evidence-based instruction and intervention. • Based on recommendations identified during implementation of the OIP, teachers will implement identified evidence-based instruction and intervention supporting PBIS in the classroom and collect data on implementation. This data will be analyzed through the district improvement process.
Provision 2.h. Providing support for the implementation	Ohio Department of Education and Regional Supports	• The state will create the Ohio MTSS framework aligned with Each Child Means Each Child and Each Child, Our Future.

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of robust multi-tiered systems of support ("MTSS")		• The regional state support teams will provide district level personnel with professional learning on the use and implementation of an MTSS.
	11 Districts	• District leadership teams will plan, train and coach schools in the MTSS framework. Capacity assessment will be completed with district leadership teams.
		• When considering how to support student academic needs through an MTSS framework, districts will consider the following:
		o Tier 1: What instruction will be provided to all students, regardless of the mode of delivery (remote, hybrid or in person)?
		o Tier 2: How will teachers intervene with any students who need more than what is provided in Tier 1 instruction?
		o Tier 3: For those students who need more focused attention and instruction than what is provided in Tier 1 and Tier 2, what interventions and supports are available?
		• The district will, with assistance from regional state support teams, have a structure in place that supports implementation and sustainable practices for the MTSS framework. This structure will include a district leadership team, building leadership teams and teacher-based teams all having an active role in monitoring that an MTSS is adopted and utilized in a consistent manner districtwide.
		• The district will identify critical areas of need regarding the MTSS utilizing current data.
		• The collaborative teams will select evidence-based interventions and supports aligned to identified root cause(s).
		• The teams will create a comprehensive plan that will include: SMART goals, strategies and action steps and appropriate professional learning, such as modeling and coaching based on need.
		• The collaborative team will plan, train and coach schools in the MTSS model.
		• Teams will engage in continued analysis and reflection to examine progress toward goals. Adjustments of the goals, strategies or action steps may be needed based on these results.
		• As a part of the district continuous improvement structure, schools and classrooms will implement the district MTSS model.
		• Data will be collected and analyzed and provide appropriate Tier 1, 2 and 3 interventions based on the model.
		• Based on recommendations identified during the implementation of the OIP, staff will implement identified interventions supporting the MTSS structure in the classroom and collect data. This information will be analyzed through the district improvement process.
Provision 2.i. Providing technical support and assistance to each of the Target Districts in connection with the development of its own improvement plan consistent with, and as outlined in, the Plan (which shall include parameters to assist the local districts in their own planning process), including continuing to offer guidance regarding the Target Districts' responsibilities for providing IDEA "related services"	Ohio Department of Education	• Develop criteria/rubric to review One Plans.
		• Review assessment and plan – require actions to be pulled over from the One Needs Assessment and One Plan.
		• Develop a root cause analysis tool with information from Proving Ground and Project Evidence.
		• Provide root cause analysis training to state support teams.
		• With state support teams, provide support to write and implement corrective action plans.
		• With state support teams, create and implement training for district leadership teams on the criteria for completion of corrective action plans.
		• Participate in training on the criteria for completion of corrective action plans.
	Regional Supports	• Provide coaching/facilitation for root cause analysis in order to build district capacity to sustain analyses over time.
		• Provide coaching for use of implementation science tools.
		• Provide technical assistance/coaching on the One Needs Assessment and the One Plan.
		• Train district leadership team, building leadership teams and teacher-based teams on data analysis with specific focus on the Special Education Profile and the report card.
		• Create and implement training for district leadership teams on the criteria for completion of corrective action plans.
		• Provide support to write and implement corrective action plans.
	11 Districts	• Participate in coaching/facilitation of root cause analysis.
		• Participate in coaching for use of implementation science tools.
		• Participate in technical assistance/coaching on the One Needs Assessment and the One Plan.

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that address a student's mental health needs		• District leadership team, building leadership teams and teacher-based teams will participate in training on data analysis with specific focus on the Special Education Profile and the report card. • Participate in supports provided to write and implement corrective action plans. • District leadership teams will participate in training on the criteria for completion of corrective action plans.
Provision 2.j. A policy for imposing progressive sanctions on local districts for failing to meet their improvement plans	Ohio Department of Education	• Train state support teams and districts on the process and the "why" concerning the sanctions process. • Train Urban Support Team , Supports and Monitoring Team, Dispute Resolution team, and Resource Management on the policy and process. • Develop and disseminate training and coaching guides.
	Regional Supports	• Coach each district on implementing plans with fidelity.
	11 Districts	• Participate in training on plan implementation/monitoring. • Participate in coaching on implementing plans with fidelity.
Provision 2.k. Increased focus on strategies for improving post-secondary transition, including language and literacy	Ohio Department of Education	• The state will align activities between Each Child Means Each Child and the 2020 Ohio Secondary Transition Plan. • The state will develop universal training materials and provide training and ongoing coaching on long-term graduation requirements and the development of a comprehensive graduation plan aligned to the IEP. • The state will develop a facilitator's guide for the Secondary Transition Modules. • The state will partner with OCALI and Ohio Employment First to provide professional learning on age-appropriate transition assessment, backward planning, and Ohio's Evidence-Based Clearinghouse and the What Works for Work evidence-based practices. • The state will provide training and coaching on the Self-Review for Serving Students with Disabilities in Career-Technical Education Pathways Tool and PowerPoint. • The state will partner with the National Technical Assistance Center on Transition to provide inter-rater reliability training for state and regional staff concerning the Indicator 13 checklist. • The state will include each of the 11 Districts in a focus group and training opportunity for Outcome 3 of the Statewide Longitudinal Data System Grant. • The state will assist each of the 11 Districts in completing the National Technical Assistance Center on Transition Taxonomy for Transition Program Planning Tool and develop a district transition plan. • The state will support each of the 11 Districts in progress monitoring using internal transition data and reviewing related special education indicators. • The state will create and facilitate an annual 11 Districts Ohio Employment First Taskforce meeting to review member agency contracts, eligibility requirements and services provided to transition-age youth. • The state will create and facilitate an annual 11 Districts Ohio Transition Partnership meeting to review district-specific supports and services. • The state will develop deliverables through OCALI and Ohio Employment First contracts for multi-agency planning team training. • The state will provide Secondary Transition Enhancement funds to the 11 Districts to support the completion of activities as needed.

	Regional Supports	• The region will assist the 11 Districts in completing the National Technical Assistance Center on Transition Transition Program Planning Tool and support tasks within the plan as applicable.
		• The region will provide training and coaching to the 11 Districts to build knowledge and understanding of postsecondary transition topics including, but not limited to, the following:
		  o Self-Review for Serving Students with Disabilities in Career-Technical Education Pathways Tool and PowerPoint;
		  o Secondary transition modules, age-appropriate transition assessments and the What Works for Work evidence-based practices;
		  o Inter-rater reliability on the Indicator 13 checklist;

		○ Long-term graduation requirements and how to align an IEP transition plan to a comprehensive graduation plan. • The region will provide technical assistance and coaching to help the 11 Districts in the development of an internal training and monitoring plan for writing compliant IEP transition plans and comprehensive graduation plans. These will be based on the identified training in various areas for postsecondary knowledge. • The region will disseminate information about and encourage district participation in the annual 11 District Ohio Employment First Taskforce and Ohio Transition Support meetings. • The region will participate as members of each district multi-agency planning team as applicable.
	11 Districts	• The district will, with assistance from regional state support teams, have a structure in place that includes processes and tools to help identify learner needs, identify root causes, set goals, identify appropriate evidence-based strategies, develop continuous improvement plans and monitor continuous improvement. This structure will include a district leadership team, building leadership teams and teacher-based teams which will support implementation of secondary transition supports and services. • The district leadership team will use current data when completing the Transition Program Planning Tool to assess transition-related needs. The district will develop a plan to build capacity of staff around secondary transition needs and resources. • A transition coordinator support structure will be developed in which there is one "lead" for transition and including additional transition coordinators with the appropriate caseloads per the Operating Standards for Educating Students with Disabilities in Ohio. • The collaborative teams will select evidence-based interventions and supports aligned to identified transition needs. • The districts will provide training on topics based on identified needs to staff, community partners and families. • The district will develop an internal and multi-agency training, support and monitoring plan for providing collaborative transition services and writing compliant IEP transition plans and comprehensive graduation plans. The district teams will engage in continued analysis and reflection to examine progress toward goals. Adjustments of the goals, strategies or action steps may be needed based on these results. • The district team will participate in the Self-Review for Serving Students with Disabilities in Career-Technical Education Pathways Tool and PowerPoint. • The building leadership and teacher-based teams will support IEP transition planning and comprehensive graduation planning through shared leadership to promote proactive, equitable practices at the district, building and classroom levels. • Teachers will implement identified transition services and resources in the classroom and collect data on implementation. This data will be analyzed through the district improvement process.
Provision 2.l. Universal design for learning and assistive technology	Ohio Department of Education	• The state will connect and engage with the Ohio Universal Design for Learning Collaborative and Assistive Technology & Accessible Educational Materials Network. ○ At least one Urban Support Team member will be assigned to attend and engage in the Ohio Universal Design for Learning Collaborative and Assistive Technology & Accessible Educational Materials Network meetings on a regular basis. ○ Members of the Office for Exceptional Children will work with the Assistive Technology & Accessible Educational Materials Network during year one of this plan to design a scope and sequence of tiered levels of support, evaluation methods and applications related to universal design for learning and assistive technology. • The state will create guidance, a scope and sequence of training and update relevant current documents. ○ By year two, the state will provide a dedicated electronic space for documents created in universal design for learning and assistive technology. • The state will conduct training to build capacity of the Urban Support and regional state support teams in the use of tiered supports by district and building teams. ○ The 11 Districts will receive and have access to Tier 1 universal guidance, training and technical assistance related to universal design for learning and assistive technology.

		- Districts will incorporate into their improvement plan the building of teacher capacity to apply universal design for learning and use assistive technology to promote student access to the general curriculum. - The state will develop the regional state support team's capacity to coach building leadership teams in the use of the universal design for learning tiered fidelity inventory, and in how to support implementation of universal design for learning within each teaching environment. - The state will work collaboratively through the Urban Support Team with state support teams and educational service centers, where applicable, to provide Tier 2 and Tier 3 level training for the 11 Districts
	Regional Supports	- The region will provide Tier 1, 2 and 3 supports to the 11 Districts based on identified need and as established in the district's improvement plan. - Tier 1 - Universal Supports - Offer professional learning courses created by the Ohio Universal Design for Learning Collaborative and Assistive Technology & Accessible Educational Materials Network. - Collect quantitative data on attendance and the knowledge increase generated by each professional learning opportunity provided. - Offer regional communities of practice for universal design and assistive technology after each professional learning session. - Provide technical assistance to district and building teams for: - Utilization of the universal design for learning tiered fidelity inventory; - The assistive technology decision tool (created by the Assistive Technology & Accessible Educational Materials Network); - Assistive technology in the IEP document, as well as online supports such as assistive technology internet modules, the student inventory for technology supports modules and universal design for learning chats on websites. - Targeted Supports - Provide the 11 Districts with professional learning that is tailored to the individual needs and goals of each district. This may include district or building level trainings related to universal design and assistive technology. - Provide ongoing coaching for utilization of tools and resources and implementation. - Provide building leadership coaching support related to the utilization of universal design for learning principles and assistive technology. This could include how to conduct appropriate classroom observations and how leaders can support teacher-based teams with the use of assistive technology devices and universal design for learning. - Provide technical assistance and ongoing coaching support to assist the 11 Districts with data collection and analysis of the universal design for learning tiered fidelity inventory and the assistive technology decision tool. The 11 Districts will be required to administer the universal design for learning tiered fidelity inventory at least one time per year to measure progress and implementation of universal design for learning strategies. - Tier 3 - Comprehensive Supports - Provide targeted coaching to district staff in universal design for learning strategies and assistive technology. - Create a group of district level coaches to achieve sustainability of the application of universal design for learning in each teaching environment as well as to sustain the application and use of assistive technology devices. - Provide coaching supports with assigned district coaches.
	11 Districts	- The district will, with assistance from regional state support teams, have a structure in place that includes processes and tools to support district implementation of universal design for learning and building and teacher applied use of assistive technology devices. This structure will include a district leadership team, building leadership teams and teacher-based teams. - The district will identify critical universal design for learning and assistive technology needs utilizing current data.

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		- Annual data analysis: The district will analyze available data, including universal design for learning tiered fidelity reports, assistive technology decision tool data and IEP and Evaluation Team Report (ETR) information to determine current needs and internal capacity to address these needs annually. - The collaborative teams will select evidence-based interventions and supports aligned to identified root cause(s) in support of universal design for learning and assistive technology. - Districts will conduct research in the use of best-practice implementation of universal design for learning and assistive technology to choose appropriate evidence-based interventions and supports. - The collaborative teams will create a comprehensive plan to support universal design for learning and assistive technology structures. These will include: SMART goals, strategies and action steps and appropriate professional learning, such as modeling and coaching based on need. - The collaborative teams will engage in continued analysis and reflection to examine progress toward goals. Adjustments of the goals, strategies or action steps may be needed based on these results. - The schools will maintain a building leadership team and teacher-based teams that will support interventions, supports and training. - Building leadership teams will actively support the use of universal design for learning principles in teaching and enhance the collective capacity of teachers to use universal design and assistive technology devices. - Teachers will implement evidence-based instruction, intervention and supports regarding universal design for learning and assistive technology in the classroom and collect data on implementation. This data will be analyzed through the district improvement process.
Provision 2.m. Continued focus on helping parents understand that students may continue to receive special education until they reach age 22 or they have met the requirements for graduation that apply to students without disabilities, whichever occurs first	Ohio Department of Education	- The state will provide district and regional state support teams with guidelines for determining if a student meets a traditional graduation pathway. - The state will develop and administer a survey for parents and caregivers in the 11 Districts to determine their level of understanding of the rights of students with disabilities past grade 12 as well as graduation requirements and options. - The state will provide training and develop resources for state support teams and educational service centers (where applicable) so they may provide professional learning to school district personnel, and parents and caregivers, that improves understanding of federal and state graduation rights and requirements for students with disabilities. - The state will develop a Graduation Decision Framework in the form of a narrated presentation to be used by school districts during IEP meetings. - The state will develop and maintain coaching logs to document the work of the Urban Support Team with the 11 Districts. - The state will provide guidance to districts on appropriate documentation of student rights after grade 12. - The state will review graduation codes and resources that are part of the Education Management Information System and identify needed revisions or training. - The state will update, as needed, the Department's website and A Guide to Parent Rights in Special Education. - The state will consider updating the IDEA State Performance Plan Indicator 8 Parent Survey and process. - The state will offer funding for a parent mentor for each of the 11 Districts that do not already have at least one parent mentor. The Office of Exceptional Children will work with the Ohio Statewide Family Engagement Center to provide training to all newly hired parent mentors. - The State Advisory Panel for Exceptional Children will provide feedback on developed resources and strategies.
	Regional Supports	- The region will assist the Department in survey distribution and data analysis to determine the current level of understanding of the rights of students with disabilities past grade 12, as well as family awareness of graduation requirements and options. - The region will provide training on EMIS codes to the 11 Districts as applicable (as well as training for educational service center regional data leads).

		• The region will provide training to the 11 Districts on federal and state graduation rules, regulations and rights for students with disabilities.

	11 Districts	• The district will, with assistance from regional state support teams, have a structure in place to support growth and understanding by educators and parents of student rights until the student meets graduation requirements up to the age of 22. This structure will include a district leadership team, building leadership teams and teacher-based teams.
		• The district will use current data to identify critical needs related to deferring or not deferring graduation. Districts should consider:
		  ○ How many students have deferred graduation each year?
		  ○ Why was graduation deferred?
		  ○ Was the process for determining student graduation timelines and pathways implemented with fidelity?
		  ○ Were all required team members, including the parent and student at age of majority, involved in the process?
		• The collaborative teams will select evidence-based interventions and supports aligned to root cause(s) in support of the deferred graduation process.
		• The teams will create a comprehensive plan to ensure:
		  ○ Students with disabilities are invited to their IEP meeting;
		  ○ Parent and student signatures are obtained each year indicating they understand graduation rights past grade 12;
		  ○ Each student with a disability will be involved in the development of his or her graduation plan aligned to the student's IEP in accordance with Ohio law;
		  ○ The district conducts an annual survey of parental understanding of rights;
		  ○ Resources and graduation information is provided to families;
		  ○ Professional learning and coaching on federal and state graduation rules, regulations and rights for students with disabilities is provided to educators and families.
		• District collaborative teams will engage in continued analysis and reflection to examine progress toward goals. Adjustments of the goals, strategies or action steps may be needed based on these results.

Table 2: Expected Results for Adults

Settlement Provision	Action Taker	Actions to implement plan for improvement
Provision 2.c. Increased focus on language and literacy, including early literacy. The increased focus will include support provided by Regional Early Literary Specialists including dedication of one individual Regional Early Literacy Specialist to each of the Target Districts	Department and Regional Supports	• Adults will provide system level coaching at the district, school and teacher level. • Adults will provide content coaching aligned with Ohio's Plan to Raise Literacy Achievement. • Urban literacy specialists and internal district coaches will use the knowledge and skills they have gained during professional learning opportunities to support district educators.
	11 Districts	• The district will utilize a consistent set of implementation measurement tools to assess what educators understand about the language and literacy needs of students. • District educators will demonstrate mastery of content at their levels following the educational cascade through professional learning, pre- and post-professional learning assessment and as observed through ongoing coaching. • School team members will demonstrate competent usage and interpretation of screeners, informal diagnostics, instructional decision-making and progress monitoring within an MTSS framework. • School and district teams will monitor application of knowledge and skills in the classroom based on district plan design. They will support development and refining of shared leadership structures at the district, building and teacher levels. The goal is to provide shared accountability for data-driven strategic planning that guides the action steps of a proactive continuum of early literacy and language core instruction and interventions.

		• School teams will conduct walk-throughs that focus on reviews of evidence that demonstrate the implementation of instructional practices. A district walk-through tool will be developed to assess fidelity and consistency and identify additional professional learning for improvement. • The data dashboard will be used to capture coaching data and implementation data and note progress of skills learned.
Provision 2.d. Providing the Urban Support Teams with the leadership and staff to provide necessary support to the Target Districts to identify barriers to achievement, including LRE, and strategies to overcome these barriers	Department and Regional Supports	• The Urban Support Team staff and assistant director will meet monthly to analyze professional learning completion and additional needs for Urban Support Team members. • The Department will conduct a yearly review of Urban Support Team resources and professional learning. • The Department will collect data and conduct ongoing monitoring of coaching supports to the 11 Districts. • The Department will monitor ongoing collaboration with the state support team and the Urban Support Team. • The Department will monitor improvement in the 11 Districts' work around provision-related improvements, including long-term planning and incorporation of provision-related work into existing improvement plans.
Provision 2.e. Provision of additional professional development activities and technical support to the IEP teams in the Target Districts to ensure students receive the necessary supports and services pursuant to the requirements of the IDEA and that decisions are made on an individualized basis	Department and Regional Supports	• The adults will develop and deliver tiered professional learning opportunities, observation tools and quality assurance tools. • The adults will collect training data (such as pre-assessments and post-assessments) relative to professional learning opportunities.
	11 Districts	• The adults will ensure all staff have adequate time for and receive required training. • The adults will ensure teams have dedicated collaborative time which supports building of collective efficacy and impact. • The adults will create a continuous improvement plan including professional learning.
Provision 2.f. Provision of professional development for leadership and teachers (with particular attention to the Target Districts) focused on areas of greatest need and with emphasis on student achievement, including LRE	Department and Regional Supports	• The adults will document, monitor and maintain the number of training, coaching and technical assistance sessions provided to each district. • The adults will monitor and provide feedback to the 11 Districts regarding the development of professional learning plans. • The adults will assist and monitor to ensure that each district has a local infrastructure to support consistent professional learning implementation. • The adults will coach the 11 Districts on the utilization of adult implementation data. • The adults will evaluate the results of completed professional learning evaluation forms (self-reported) to determine the need for tiered professional learning that supports ongoing professional needs. • The adults will work with each district to implement procedures for the LRE decision making process with a continuum of alternative placements. • The adults will ensure that each district has developed an equity plan focused on access to high quality teaching and instruction. • The adults will facilitate and coach the 11 Districts through the analysis of district data, Special Education Profile Indicator results and principal, counselor and teacher evaluation results.

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	11 Districts	• The adults will review district needs assessment data to determine areas of greatest need for professional learning to increase student achievement in the LRE placement. • The adults will build internal capacity for implementation at the district and school level. • The adults will collect and maintain data related to training and coaching to ensure all staff have been trained. • The adults will collect evidence of employee participation in professional learning activities. • The adults will review results from completed professional learning evaluation forms (self-reported) and collect evidence of any tiered professional learning needed to support ongoing professional needs. • The adults will ensure supports for each team with the utilization of adult implementation data. • The adults will ensure school and teacher-based teams review data to build inclusive instructional practices. • The adults will monitor performance of student achievement on district and state assessments. • The adults will track school performance trends on Special Education Profile Indicators (1, 3c, 5a, 6, 11 and 14). • The adults will complete data reviews of professional growth and development through principal, counselor and teacher evaluations. • Reflection and adjustment: The adults will complete data reviews on annual district equity plans and make revisions accordingly.
Provision 2.g. Providing targeted support to improve school climate (i.e. a climate where every student feels safe and engaged) and implementation of a district-wide system of positive behavior intervention and support including Tier II and Tier III interventions and supports	Department and Regional Supports	• Document, monitor and maintain the number of training and coaching sessions provided by regional and state supports. • Observe and monitor that each district has an infrastructure to support consistent PBIS implementation. • Maintain data related to each district on the number of PBIS school teams implementing PBIS with the expectation that, at the end of five years, all schools in each district will have adopted and implemented PBIS. • Ensure effective use of PBIS implementation data.
	11 Districts	• Collect and maintain training and coaching data to ensure that each school has a leadership team that has completed the PBIS training. • Collect and maintain professional learning data to verify staff in each building receive professional learning on PBIS. • Check implementation of PBIS using the District Systems Fidelity Inventory at the district level and Tiered Fidelity Inventory at the school level. • Track progress of student outcome data (office referrals, suspensions and expulsions, referrals to intervention teams and dropout data) through a software program, such as the School Wide Information System and other data tools. • Ensure schools have a sustainable infrastructure to maintain ongoing PBIS efforts.
Provision 2.h. Providing support for the implementation of robust multi-tiered systems of support ("MTSS")	Ohio Department of Education	• The state will create a cross-agency team to define a state level MTSS framework. • The state will create and implement a Department wide communication plan regarding Ohio's MTSS framework. • The state will create professional learning material for regional staff. • The state will create additional resources for implementation of Ohio's MTSS framework. • The state will create a process for reviewing and updating Ohio's MTSS framework.
	Regional Supports	• The adults will participate in state level professional learning about Ohio's MTSS framework. • Professional learning for districts: The adults will provide professional learning opportunities to the 11 District staff. • The adults will conduct MTSS alignment assessments between current district MTSS work and Ohio's MTSS framework. • The adults will support the 11 District staff with the implementation of Ohio's MTSS framework.
	11 Districts	• The adults will provide professional learning to district and school staff on the MTSS framework. • The adults will implement an MTSS framework. • The adults will conduct school level reviews of implementation of the MTSS.

Provision 2.i. Providing technical support and assistance to each of the Target Districts in connection with the development of its own improvement plan consistent with, and as outlined in, the Plan (which shall include parameters to assist the local districts in their own planning process), including continuing to offer guidance regarding the Target Districts' responsibilities for providing IDEA "related services" that address a student's mental health needs	Ohio Department of Education	• Develop criteria/rubric to review the One Plans. • Review assessment and plan – require actions to be pulled over from One Needs Assessment to the One Plan • Develop a root cause analysis tool with information from Proving Ground and Project Evidence. • Provide root cause analysis training for state support teams. • With state support teams, provide support on writing and implementing corrective action plans. • With state support teams, create and implement training for Office for Exceptional Children and district leadership teams on the criteria for completion of corrective action plans. • Participate in training on the criteria for completion of corrective action plans.
	Regional Supports	• Provide coaching/facilitation for root cause analysis in order to build district capacity to sustain analyses over time. • Provide coaching for use of implementation science tools. • Provide technical assistance/coaching on the One Needs Assessment and the One Plan. • Train district leadership team, building leadership team and teacher-based teams on data analysis with specific focus on the Special Education Profile and the report card. • With the Department, provide support to write and implement corrective action plans. • With the Department, create and implement training for district leadership teams on the criteria for completion of corrective action plans.
	11 Districts	• Participate in coaching/facilitation on root cause analysis. • Participate in coaching for use of implementation science tools. • Participate in technical assistance/coaching on the One Needs Assessment and the One Plan. • District leadership team, building leadership team and teacher-based teams will participate in training on data analysis with specific focus on the Special Education Profile and the report card. • Participate in supports provided to write and implement corrective action plans. • District leadership teams will participate in training on the criteria for completion of corrective action plans.
Provision 2.j. A policy for imposing progressive sanctions on local districts for failing to meet their improvement plans	Ohio Department of Education	• Train state support teams and districts on the process and the "why" concerning districts entering the sanctions process. • Train Urban Support Team, Supports and Monitoring Team , Dispute Resolution Team, and Resource Management on the policy and process. • Develop and disseminate training and coaching guides.
	Regional Supports	• Provide training to each district on plan implementation and connecting plan activities to root cause analyses, progress indicators and targeted goals. • Coach each district on implementing plans with fidelity.
	11 Districts	• Participate in training on plan implementation/monitoring. • Participate in coaching on implementing plans with fidelity.
Provision 2.k. Increased focus on strategies for improving post-secondary transition, including language and literacy	Department and Regional Supports	• The secondary transition consultant will ensure all activities align with Each Child Means Each Child and the Ohio Secondary Transition Plan. • The Post-High School Readiness Unit and the secondary transition consultant will develop universal training materials and provide training and ongoing coaching to the Urban Support Team, state support teams and educational service centers. They will also partner with OCALI and Ohio Employment First to provide training and coaching to the Urban Support Team and state support teams on Age-Appropriate Transition Assessment, Backwards Planning and the What Works for Work evidence-based practices. • The state will provide training, coaching, supports and monitoring to the Urban Support Team and the Office of Career-Technical Education Urban Expansion Team on the Self-Review for Serving Students with Disabilities in Career Technical Pathways Tool and PowerPoint. • The state will partner with the National Technical Assistance Center on Transition to provide inter-rater reliability training to the Urban Support Team and to state support team consultants on the Indicator 13 checklist.
	11 Districts	• District adults will use internal and State Performance Plan monitoring data to determine the impact of training and planning on student outcomes.

		• District adults will collect and analyze progress monitoring data on postschool outcomes to determine impact of supports in years when not part of the following: the Ohio Longitudinal Transition Study Exit Survey and the Self- Review for Serving Students with Disabilities in Career-Technical Education Tool.
Provision 2.l. Universal design for learning and assistive technology	Ohio Department of Education	• The state will monitor the creation and implementation of regional professional learning sessions. • The state will monitor the creation and implementation of the universal design for learning tiered fidelity inventory through the Ohio Universal Design for Learning Collaborative. • The state will monitor the creation and implementation of the assistive technology decision tool through the Assistive Technology & Accessible Educational Materials Network. • The state will participate in and evaluate the assistive technology and universal design for learning regional meetings. • Review data from the tiered fidelity inventory, professional learning sessions and coaching.
	Regional Supports	• The region will participate in train-the-trainer professional learning in conjunction with the Ohio Universal Design for Learning Collaborative and Assistive Technology & Accessible Educational Materials Network. • The region will coach districts in the completion of the universal design for learning tiered fidelity inventory. • The region will conduct professional learning sessions with the 11 Districts. After each professional learning opportunity the region will review attendance, feedback forms and district application of the material covered.
	11 Districts	• The district, building and teacher-based teams will document efforts to support the application of universal design for learning and use of assistive technology. • The district will document the use of assistive technology and universal design for learning strategies during classroom walk-through observations. • The district will use teacher self-reports in conjunction with the application of assistive technology and universal design for learning. • The district will review quarterly reporting of implementation practices. • The district will review ETRs for student need and formal evaluations of assistive technology, and review IEPs for documentation of use of the assistive technology decision tool and documentation of student assistive technology use. • The district will review the biannual universal design for learning tiered fidelity inventory

Provision 2.m. Continued focus on helping parents understand that students may continue to receive special education until they reach age 22 or they have met the requirements for graduation that apply to students without disabilities, whichever occurs first	Department and Regional Supports	• The Urban Support Team will maintain coaching logs for the 11 Districts.
		 • The Department will document, monitor and maintain the number of training, coaching and technical assistance sessions by regional and state support teams, including parent mentors.
		 • The Department will review student files for use of the Graduation Decision Framework, when applicable.
		 • The Department will develop and deploy the following resources:
		    o Standardized training agendas, sign-in sheets, evaluations and narrated presentations to be used with and by all levels of educators and parent mentors;
		    o Professional learning on the topics of graduation plans, graduation/exit requirements for students with and without disabilities per federal and state regulation and newly developed or revised guidance documents and frameworks;
		    o The Graduation Decision Framework;
		    o A statement of parent rights for inclusion on the IEP signature page;
		    o Guidance on how to discuss graduation rights during IEP meetings;
		    o Revised EMIS codes related to graduation, if necessary;
		    o Easily located, updated and accessible translations of the special education procedural safeguards notice (A Guide to Parent Rights in Special Education);
		    o A Families of Students with Disabilities page on the Department website;
		    o An updated Special Education Profile Dashboard with the requirement for the 11 Districts to complete the IDEA State Performance Plan Indicator 8 Parent Survey each year;
		    o Parent mentor grant funds offered to each of the 11 Districts;

		o Graduation information for students with disabilities added into current graduation information and guidance documents.
	11 Districts	• The district and schools will collect and maintain parent and student signatures on the IEP indicating graduation rights have been explained. • The districts and schools will complete and maintain a student Graduation Decision Framework for applicable students.

Table 3: Expected Student Outcomes

Settlement Provision	Short-Term STUDENT Outcomes Expected Results in 1 – 4 Years	Long-Term STUDENT Outcomes Expected Results in 5 – 6 Years
Provision 2.c. Increased focus on language and literacy, including early literacy. The increased focus will include support provided by Regional Early Literary Specialists including dedication of one individual Regional Early Literacy Specialist to each of the Target Districts	• Districts will set short-term student outcome targets to demonstrate progress on long-term student measures	• The graduation rate of students with disabilities will improve. • Performance on Indicator 3c: reading proficiency and mathematics proficiency rates will improve for students with disabilities. • Performance on Indicator 14: postschool outcomes will improve. • The percentage of students with disabilities receiving special education services in their LRE will increase. • Language and literacy achievement rates for students with disabilities will improve. • K-3 literacy measures on the state report card as well as the gap closing measure will improve for students with disabilities.
Provision 2.e. Provision of additional professional development activities and technical support to the IEP teams in the Target Districts to ensure students receive the necessary supports and services pursuant to the requirements of the IDEA and that decisions are made on an individualized basis	• Improved achievement scores on state assessments • Improved achievement on district assessments • Greater percentage of students with disabilities included in general education courses • Increased number of students with disabilities who are receiving special education in their Least Restrictive Environment • Observable closing of gaps in the district equity data	• The graduation rate of students with disabilities will improve. • Performance on Indicator 3c: reading proficiency and mathematics proficiency rates will improve for students with disabilities. • Performance on Indicator 14: postschool outcomes will improve. • The percentage of students with disabilities receiving special education services in their Least Restrictive Environment will increase. • Language and literacy achievement rates for students with disabilities will improve. • K-3 literacy measures on the state report card as well as the gap closing measure will improve for students with disabilities.
Provision 2.f. Provision of professional development for leadership and teachers (with particular attention to the	• Improved achievement scores on state assessments • Improved achievement on district assessments	• The percentage of students with disabilities included in general education courses will increase.

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Target Districts) focused on areas of greatest need and with emphasis on student achievement, including LRE	• Greater percentage of students with disabilities included in general education courses • Increased number of students with disabilities who are receiving special education in their Least Restrictive Environment • Observable closing of gaps in the district equity data	• The graduation rate of students with disabilities meeting a typical graduation pathway will improve. • Performance on Indicator 3c: reading proficiency and mathematics proficiency rates will improve for students with disabilities. • Performance on Indicator 14: postschool outcomes will improve. • The percentage of students with disabilities receiving special education services in their Least Restrictive Environment will increase. • The gap closing measure will improve for students with disabilities.
Provision 2.g. Providing targeted support to improve school climate (i.e. a climate where every student feels safe and engaged) and implementation of a district-wide system of positive behavior intervention and support including Tier II and Tier III interventions and supports	• Reduced suspensions, expulsions and removals of students with disabilities from classroom, activities and/or school • Better scores on school-measures climate for students with disabilities • Reduced discipline discrepancies and disproportionality • Fewer over-identification	• An increase in attendance rates for all students, including students with disabilities. • A decrease in the rates of suspensions, expulsions and removals from classroom activities and/or school for students with disabilities. • An increase in performance on school climate measures for students with disabilities.
Provision 2.h. Providing support for the implementation of robust multi-tiered systems of support ("MTSS")	• Reduced discipline discrepancies and disproportionality • Fewer over-identification	• The rates of students identified as having a disability will decrease. • The percentage of students with disabilities included in general education courses will increase. • The graduation rate of students with disabilities meeting a typical graduation pathway will improve. • Performance on Indicator 3c: reading proficiency and mathematics proficiency rates will improve for students with disabilities. • Performance on Indicator 14: postschool outcomes will improve. • The percentage of students with disabilities receiving special education services in their Least Restrictive Environment will increase.
Provision 2.j. A policy for imposing progressive sanctions on local districts for failing to meet their improvement plans	• Improved outcomes for students with disabilities as identified in the Special Education Profile and Indicators 1, 3c, 5a, and 14	• Improved performance on Indicators 1, 3c, 5a, and 14
Provision 2.k. Increased focus on strategies for improving post-secondary transition,	• Students with disabilities in the 11 Districts will have IEP Transition Plans that are aligned to Graduation Plans	• Students with disabilities will have IEP Transition Plans aligned to Graduation Plans.

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including language and literacy		• The graduation rate of students with disabilities meeting a typical graduation pathway will improve. • The percentage of students with disabilities who drop out of school will decrease. The percentage of students with disabilities with a compliant IEP transition plan aligned to the Indicator 13 checklist will increase. • Performance on Indicator 14: postschool outcomes will improve.
Provision 2.l. Universal design for learning and assistive technology	• Increased student engagement in universal design for learning lessons • Increased student use of assistive technology • Increased student use of appropriate assistive technology on state and district assessments	• The percentage of students with disabilities engaged in lessons that incorporate universal design for learning strategies will increase. • The percentage of educational plans that provide students with disabilities access to and use of appropriate assistive technology on state and district assessments and in educational settings will align with documented classroom accommodations. • The percentage of IEPs that document alignment of available assistive technology to student goals and identified needs will increase. • Students with disabilities will demonstrate improved performance on indicator 3c: reading and mathematics proficiency rates.
Provision 2.m. Continued focus on helping parents understand that students may continue to receive special education until they reach age 22 or they have met the requirements for graduation that apply to students without disabilities, whichever occurs first	• Increase in families in 11 Districts/Ohio utilizing supports from parent mentors and the Family and Engagement Center • Families of students with disabilities who attend the 11 Districts will improve knowledge of graduation/exit requirements for students with and without a disability, including an understanding that students with disabilities may continue to receive special education until they reach age 22 or have met the requirements for graduation that apply to students without disabilities, whichever occurs first	• The percentage of students with disabilities included in general education courses will increase • The graduation rate of students with disabilities meeting a typical graduation pathway will improve. • The percentage of students with disabilities receiving special education services in their Least Restrictive Environment will increase • Performance on Indicator 14: postschool outcomes will improve. • The percentage of students with disabilities receiving special education services in their Least Restrictive Environment will increase.

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Appendix D

PROVISION	DEPARTMENT REGIONAL DISTRICT	TASKS	Year 1: FY2020-21				Year 2: FY2021-22				Year 3: 2022-23				Year 4: 2023-24				Year 5: 2024-25			
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
2c	Ohio Department of Education and Regional Supports	Developing a literacy unit in the Office of Approaches to Teaching and Professional Learning. This office employs literacy specialists representing birth to school-entry, elementary, intermediate and high school.																				
2c	Ohio Department of Education and Regional Supports	Identifying a single point of contact to serve as the liaison for the urban literacy members of state support teams.																				
2c	Ohio Department of Education and Regional Supports	Providing professional learning and support services to educational service centers, where applicable, and state support teams through the State Literacy Network;																				
2c	Ohio Department of Education and Regional Supports	Providing two Ohio literacy lead positions and two adolescent literacy specialists at the regional level.																				
2c	Ohio Department of Education and Regional Supports	Adding 11 dedicated urban literacy specialists within the state support teams, one for each of the 11 Districts.																				
2c	Ohio Department of Education and Regional Supports	The Office of Early Learning and School Readiness and the Office of Approaches to Teaching and Professional Learning will create Ohio's Ready Schools Guide for Language and Literacy: A Partnership																				

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		Approach, a guide for early childhood entities working with local schools.																								
2c	11 District	Create and monitor structures that include processes and tools for the following: • Identifying learner literacy needs; • Identifying root causes; • Setting goals; • Utilizing literacy evidence-based strategies learned through the regional professional learning series; • Engaging in implementation of literacy efforts; • Implementing a continuous improvement process; • Monitoring continuous improvement of the instructional teaching of literacy and student growth.																								
2c	11 District	District teams will engage in continued analysis and reflection to examine progress toward goals. Adjustments of the goals, strategies or action steps may be needed based on these results.																				2c					
2c	11 District	As a part of the district continuous improvement structure, schools will maintain a building leadership team and teacher-based teams that will support preK-12 literacy instruction.																									
2c	11 District	Based on recommendations and information gained through district and building teams implementation of the Ohio Improvement Process, teachers will implement evidence-based literacy strategies in the classroom and collect data. This information will be																									

		analyzed through the district improvement process.																			
2d	Ohio Department of Education	The Department has identified educational program specialists for each of the 11 Districts to engage and coordinate supports and services in the plans of each district. These supports include identifying appropriate professional learning opportunities, and coaching and coordinating with district and building leadership teams as they begin to implement the district's improvement plan. The Urban Support Team will consult and coordinate services with: • State support teams; • Educational service centers, where applicable; • Regional specialists (the Department's Office for Improvement and Innovation); • Regional literacy specialists; • Career-Technical Planning Districts; • Regional data leads; • The Department's Office of Teaching, Leading and Learning; • The Department's Office of Intensive Support; • The Department's Office of Integrated Student Supports; • The Department's Office of Early Learning and School Readiness; The Department's Office of Learning and Instructional Strategies.																			
2d	Ohio Department of Education	The Office for Exceptional Children, in collaboration with the Urban Support Team, will finalize mission and vision statements and the scope of work aligned with the 11 District Plan.																			

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2d	Ohio Department of Education	• The Office for Exceptional Children will communicate the role of the Urban Support Team to the 11 Districts.																		
2d	Ohio Department of Education	The Office for Exceptional Children will consult regional and national partners to build capacity within the Urban Support Team for the provision of technical assistance, professional learning opportunities and leadership coaching.																		
2d	Ohio Department of Education	The Department will develop action items in collaboration with the Ohio Statewide Family Engagement Center at The Ohio State University to promote family and community engagement within the 11 Districts.																		
2d	Ohio Department of Education	The Department will work in collaboration with the Urban Support Team to develop an electronic data collection system. This system will aid in the design of specialized plans for support of the 11 Districts based on shared data and identified needs. It will also be used to demonstrate the impact of the work done within the districts over time.																		
2d	Ohio Department of Education	The Department will build its capacity to work with the 11 Districts to improve experiences and outcomes for students with disabilities. Offices and teams across the Department will meet at least quarterly with the Urban Support Team to review data and develop supports for the Multi-Tiered System of Support, PBIS, transition, early childhood, universal design for learning, curriculum and instruction, federal programs and other areas identified as needs by the 11 Districts.																		
2d	Ohio Department of Education	In an effort to provide all students access to high-quality teachers and instruction, the Department will support district involvement in equity labs to identify equity issues and will																		

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		assist districts in developing plans to address the issues based on individual district needs.																				
2d	Ohio Department of Education	• The Office for Exceptional Children, in coordination with the Office for Improvement and Innovation, will build the capacity of the regional state support teams to support districts in conducting root cause analyses.																				
2d	Ohio Department of Education	The Urban Support Team will attend and participate in professional learning regarding: • Universal design for learning and assistive technology; • Applying technical assistance at the district and school level; • Coaching skills; • The Ohio Improvement Process and the connection to embedded resources; • Root cause analysis as it relates to the data available through the Special Education Profile, Ohio School Report Cards and One Needs Assessment; Tier 1 instructional materials.																				
2d	Ohio Department of Education	The Urban Support Team will assist and support districts with the creation and implementation of ongoing quality assurance processes and self-review systems.																				
2d	Regional Support	• The region will open professional learning and meetings to the Urban Support Team to coordinate supports for the 11 Districts.																				
2d	Regional Support	The state support team will include identified Urban Support Team member when working with the district to establish service agreement deliverables for each district. The final determination of services will depend on																				

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		each district's plan as established through a needs assessment, root cause analysis and equity gap analysis. The service agreement will include measures of progress and timelines for evaluation.																	
2d	Regional Support	State support teams will communicate with the Urban Support Team about areas identified in the settlement agreement including measures of progress, barriers to implementation of any item and other areas identified in the services agreement.																	
2d	11 District	The district and schools will provide access for the Urban Support Team to attend district leadership team and building leadership team meetings to increase knowledge of the district's culture, policies, practices and procedures.																	
2d	11 District	The district will connect and communicate with the Urban Support Team member assigned to the district as it works to implement the improvement plan.																	
2e	Ohio Department of Education	The Department will continue to provide training and guidance to state support teams and educational service centers, where applicable, on varying topics related to compliance practices and procedures.																	
2e	Ohio Department of Education	The Department, using data from the Urban Support Team and state support teams, will modify or provide additional professional learning.																	
2e	Ohio Department of Education	The Department, using data from the Urban Support Team and state support teams, will determine areas of concern regarding alignment of supports and tiered professional learning to meet individual district needs.																	

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2e	Ohio Department of Education	The Department will provide updates to the Learning Management System and universal support materials via the Department website.																			
2e	Regional Supports	The state support teams and educational service centers, where applicable, will utilize the department's special education self-review tool to teach district special education supervisors how to review IEPs and observe for proper implementation.																			
2e	Regional Supports	The state support teams and educational service centers, where applicable, will collaborate with related service associations and other educational organizations to meet the learning needs of related service providers.																			
2e	Regional Supports	The state support teams, in collaboration with the Urban Support Team, will facilitate the use of the tiered fidelity inventory and work in conjunction with the district to prioritize areas of need in their One Plan. Training will be tiered based on each district's needs rather than a universal training for all districts.																			
2e	Regional Supports	The state support team and educational service center, in collaboration with the Urban Support Team, will work with the district to develop a continuous improvement plan including professional learning (facilitation, follow-up and coaching).																			
2e	Regional Supports	The state support team and educational service center, in collaboration with the Urban Support Team, will assist the district in: • Evaluating the effectiveness of professional learning;																			

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		• Determining specific areas that require follow-up training or coaching; Tracking the number of professional learning opportunities provided to districts																						
2f	Ohio Department of Education	The Department will build the capacity of the Urban Support Team to coach the 11 districts in the use of inclusive instructional and organizational practices.																						
2f	Ohio Department of Education	• The Department will continue to assist districts in developing internal monitoring processes of LRE compliance and effective teaching practices utilizing specially designed instruction and improved use of supports and accommodations.																						
2f	Ohio Department of Education	The Department will build on collaborative efforts with state support teams, educational service centers and the 11 Districts to provide professional learning and coaching in the areas of LRE and student achievement. This will focus on evidence-based strategies implemented through inclusive instructional practices.																						
2f	Ohio Department of Education	The Department will develop and provide a Learning Management System module specifically on LRE for professional learning purposes.																						
2f	Ohio Department of Education	The Department will continue to provide training to mentors of resident educators to build the capacity of new educators in developing evidence-based instructional delivery that raises student achievement.																						

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2f	Ohio Department of Education	The Department will continue to provide training on the Ohio Teacher Evaluation System 1.0 and 2.0, the Ohio Principal Evaluation System 2.0 and the Ohio School Counselor Evaluation for evaluators to continue providing feedback for professional growth in delivering inclusive instructional practices.																	
2f	Ohio Department of Education	The Department will continue to update and conduct equity labs to assist districts in providing access to high quality teaching and instruction.																	
2f	Ohio Department of Education	The Department will develop and present targeted professional learning to the 11 Districts about selecting and implementing quality instructional materials.																	
2f	Regional Supports	The region will assist the 11 Districts in developing a continuous improvement plan which includes professional learning and coaching to build teacher capacity in providing inclusive instructional practices.																	
2f	Regional Supports	The region will provide literacy, equity and PBIS professional learning to support the use of data in improving student achievement while in the LRE placement.																	
2f	Regional Supports	The region will provide training to school counselors on transition planning to improve postschool outcomes for students.																	
2f	Regional Supports	The region will provide consultants to support the 11 District staff who participate in the Advancing Inclusive Principal Leadership project and Ohio Leadership for Inclusion,																	

		Implementation and Instructional Improvement professional learning.																							
2f	Regional Supports	The region will collaborate with the Department to provide professional learning and coaching with the 11 Districts on evidence-based inclusive instructional and organizational practices.																							
2f	Regional Supports	The region will collaborate with the Department to provide professional learning and coaching related to the Ohio Teacher Evaluation System 1.0 and 2.0, the Ohio Principal Evaluation System 2.0, the School Counselor Standards and Evaluations, LRE, literacy instruction and PBIS.																							
2f	11 Districts	The district will develop a structure including processes and tools to identify learner needs, conduct root cause analysis, set goals, identify appropriate evidence-based strategies, develop continuous improvement plans and monitor continuous improvement. This structure will include a district leadership team, building leadership teams and teacher-based teams.																							
2f	11 Districts	The district will identify critical needs utilizing current data.																							
2f	11 Districts	The district will complete their One Needs Assessment to pinpoint evidence-based strategies that target identified needs.																							
2f	11 Districts	After a review of the district needs assessment, the district will develop a continuous improvement plan including professional learning aligned to existing resources (for example, the Ohio Standards for Professional Development including Guidelines for a Successful Professional																							

		Development System; Ohio's Evidence-Based Clearinghouse; and What Works Clearinghouse) to implement inclusive instructional and organizational practices that increase student achievement while in the LRE placement. Plans should consider: • Capacity and subsequent supports needed to implement professional learning plans; • Mentors for resident teachers; • The Ohio Teacher Evaluation System, Ohio Principal Evaluation System and Ohio School Counselor Evaluation System evaluations to determine areas where professional learning support is needed to promote student achievement; • Data analysis on equity gaps; Progress on implementation of the professional learning plan.																						
2f	11 Districts	Teams will engage in continued analysis and reflection to examine progress toward goals. Adjustments of the goals, strategies or action steps may be needed based on these results.																						
2f	11 Districts	• The school will maintain a building leadership team and teacher-based teams, as part of the OIP, that support inclusive instructional and organizational practices to increase student achievement in the LRE placement as outlined in their plan.																						
2f	11 Districts	The staff will implement identified inclusive instructional and organizational practices to increase student achievement in the LRE																						

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		placement and collect data on implementation. This data will be analyzed through the district improvement process.																				
2g	Ohio Department of Education and Regional Supports	The region will work with each district to develop individualized plans for PBIS implementation.																				
2g	Ohio Department of Education and Regional Supports	The region will assess current capacity and PBIS implementation to identify strengths and areas for improvement. The regional support teams will assist districts in completing a capacity assessment and in reviewing their system's fidelity inventory.																				
2g	Ohio Department of Education and Regional Supports	The region will assist districts in creating PBIS implementation plans, including districtwide training and coaching plans.																				
2g	11 Districts	The district will have a structure in place that includes processes and tools to support implementation and sustainability of a positive behavioral interventions and supports system.																				
2g	11 Districts	The district will identify critical social-emotional needs utilizing current disaggregated data.																				
2g	11 Districts	The collaborative teams will select evidence-based interventions and supports aligned to identified root cause(s) in support of Ohio's Social and Emotional Learning Standards for grades K-12.																				
2g	11 Districts	The collaborative teams will create a comprehensive plan that will include: SMART goals, strategies and action steps and appropriate professional learning, such as modeling and coaching based on need.																				

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2h	Ohio Department of Education and Regional Supports	The state will create the Ohio MTSS framework aligned with Each Child Means Each Child and Each Child, Our Future.																				
2h	Ohio Department of Education and Regional Supports	The regional state support teams will provide district level personnel with professional learning on the use and implementation of an MTSS.																				
2h	11 Districts	District leadership teams will plan, train and coach schools in the MTSS framework. Capacity assessment will be completed with district leadership teams.																				
2h	11 Districts	When considering how to support student academic needs through an MTSS framework, districts will consider the following: • Tier 1: What instruction will be provided to all students, regardless of the mode of delivery (remote, hybrid or in person)? • Tier 2: How will teachers intervene with any students who need more than what is provided in Tier 1 instruction? • Tier 3: For those students who need more focused attention and instruction than what is provided in Tier 1 and Tier 2, what interventions and supports are available?																				
2h	11 Districts	The district will identify critical areas of need regarding the MTSS utilizing current data.																				

2h	11 Districts	The collaborative teams will select evidence-based interventions and supports aligned to identified root cause(s).																								
2h	11 Districts	The teams will create a comprehensive plan that will include: SMART goals, strategies and action steps and appropriate professional learning, such as modeling and coaching based on need.																								
2h	11 Districts	The collaborative team will plan, train and coach schools in the MTSS model.																								
2h	11 Districts	Teams will engage in continued analysis and reflection to examine progress toward goals. Adjustments of the goals, strategies or action steps may be needed based on these results.																								
2h	11 Districts	As a part of the district continuous improvement structure, schools and classrooms will implement the district MTSS model.																								
2h	11 Districts	Data will be collected and analyzed and provide appropriate Tier 1, 2 and 3 interventions based on the model.																								
2h	11 Districts	Based on recommendations identified during the implementation of the OIP, staff will implement identified interventions supporting the MTSS structure in the classroom and collect data. This information will be analyzed through the district improvement process.																								
2i	Ohio Department of Education	Develop criteria/rubric to review One Plans.																								
2i	Ohio Department of Education	Review assessment and plan – require actions to be pulled over from the One Needs Assessment and One Plan.																								
2i	Ohio Department of Education	Develop a root cause analysis tool with information from Proving Ground and Project Evidence.																								

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	Ohio Department of Education	Provide root cause analysis training to state support teams.																			
2i	Ohio Department of Education	With state support teams, provide support to write and implement corrective action plans.																			
2i	Ohio Department of Education	With state support teams, create and implement training for district leadership teams on the criteria for completion of corrective action plans.																			
2i	Ohio Department of Education	Participate in training on the criteria for completion of corrective action plans.																			
2i	Regional Supports	Provide coaching/facilitation for root cause analysis in order to build district capacity to sustain analyses over time.																			
2i	Regional Supports	Provide coaching for use of implementation science tools.																			
2i	Regional Supports	Provide technical assistance/coaching on the One Needs Assessment and the One Plan.																			
2i	Regional Supports	Train district leadership team, building leadership teams and teacher-based teams on data analysis with specific focus on the Special Education Profile and the report card.																			
2i	Regional Supports	Create and implement training for district leadership teams on the criteria for completion of corrective action plans.																			
2i	Regional Supports	Provide support to write and implement corrective action plans.																			
2i	11 Districts	Participate in coaching/facilitation of root cause analysis.																			
2i	11 Districts	Participate in coaching for use of implementation science tools.																			

2i	11 Districts	Participate in technical assistance/coaching on the One Needs Assessment and the One Plan.																							
2i	11 Districts	District leadership team, building leadership teams and teacher-based teams will participate in training on data analysis with specific focus on the Special Education Profile and the report card.																							
2i	11 Districts	Participate in supports provided to write and implement corrective action plans.																							
2i	11 Districts	District leadership teams will participate in training on the criteria for completion of corrective action plans.																							
2j	Ohio Department of Education	Train state support teams and districts on the process and the "why" concerning the sanctions process.																							
2j	Ohio Department of Education	Train Urban Support Team, Supports and Monitoring Team, Dispute Resolution team, and Resource Management on the policy and process.																							
2j	Ohio Department of Education	Develop and disseminate training and coaching guides.																							
2j	Regional Supports	Coach each district on implementing plans with fidelity.																							
2j	11 Districts	Participate in training on plan implementation/monitoring.																							
2j	11 Districts	Participate in coaching on implementing plans with fidelity.																							
2k	Ohio Department of Education	The state will align activities between Each Child Means Each Child and the 2020 Ohio Secondary Transition Plan.																							
2k	Ohio Department of Education	The state will develop universal training materials and provide training and ongoing coaching on long-term graduation requirements and the development of a																							

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		comprehensive graduation plan aligned to the IEP.																							
2k	Ohio Department of Education	The state will develop a facilitator's guide for the Secondary Transition Modules.																							
2k	Ohio Department of Education	The state will partner with OCALI and Ohio Employment First to provide professional learning on age-appropriate transition assessment, backward planning, and Ohio's Evidence-Based Clearinghouse and the What Works for Work evidence-based practices.																							
2k	Ohio Department of Education	The state will provide training and coaching on the Self-Review for Serving Students with Disabilities in Career-Technical Education Pathways Tool and PowerPoint.																							
2k	Ohio Department of Education	The state will partner with the National Technical Assistance Center on Transition to provide inter-rater reliability training for state and regional staff concerning the Indicator 13 checklist.																							
2k	Ohio Department of Education	The state will include each of the 11 Districts in a focus group and training opportunity for Outcome 3 of the Statewide Longitudinal Data System Grant.																							
2k	Ohio Department of Education	The state will assist each of the 11 Districts in completing the National Technical Assistance Center on Transition Taxonomy for Transition Program Planning Tool and develop a district transition plan.																							
2k	Ohio Department of Education	The state will support each of the 11 Districts in progress monitoring using internal transition data and reviewing related special education indicators.																							
2k	Ohio Department of Education	The state will create and facilitate an annual 11 Districts Ohio Employment First Taskforce meeting to review member agency contracts, eligibility requirements and services provided to transition-age youth.																							

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2k	Ohio Department of Education	The state will create and facilitate an annual 11 Districts Ohio Transition Partnership meeting to review district-specific supports and services.																		
2k	Ohio Department of Education	The state will develop deliverables through OCALI and Ohio Employment First contracts for multi-agency planning team training.																		
2k	Ohio Department of Education	The state will provide Secondary Transition Enhancement funds to the 11 Districts to support the completion of activities as needed.																		
2k	Regional Supports	The region will assist the 11 Districts in completing the National Technical Assistance Center on Transition Transition Program Planning Tool and support tasks within the plan as applicable.																		
2k	Regional Supports	The region will provide training and coaching to the 11 Districts to build knowledge and understanding of postsecondary transition topics including, but not limited to, the following: • Self-Review for Serving Students with Disabilities in Career-Technical Education Pathways Tool and PowerPoint; • Secondary transition modules, age-appropriate transition assessments and the What Works for Work evidence-based practices; • Inter-rater reliability on the Indicator 13 checklist; Long-term graduation requirements and how to align an IEP transition plan to a comprehensive graduation plan.																		
2k	Regional Supports	The region will provide technical assistance and coaching to help the 11 Districts in the development of an internal training and monitoring plan for writing compliant IEP																		

		transition plans and comprehensive graduation plans. These will be based on the identified training in various areas for postsecondary knowledge.																			
2k	Regional Supports	• The region will provide technical assistance and coaching to help the 11 Districts in the development of an internal training and monitoring plan for writing compliant IEP transition plans and comprehensive graduation plans. These will be based on the identified training in various areas for postsecondary knowledge.																			2k
2k	Regional Supports	The region will disseminate information about and encourage district participation in the annual 11 District Ohio Employment First Taskforce and Ohio Transition Support meetings.																			2k
2k	Regional Supports	The region will participate as members of each district multi-agency planning team as applicable.																			
2k	11 Districts	The district will, with assistance from regional state support teams, have a structure in place that includes processes and tools to help identify learner needs, identify root causes, set goals, identify appropriate evidence-based strategies, develop continuous improvement plans and monitor continuous improvement. This structure will include a district leadership team, building leadership teams and teacher-based teams which will support implementation of secondary transition supports and services.																			2k
2k	11 Districts	The district leadership team will use current data when completing the Transition Program Planning Tool to assess transition-related needs. The district will develop a plan to build																			

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		capacity of staff around secondary transition needs and resources.																						
2k	11 Districts	A transition coordinator support structure will be developed in which there is one "lead" for transition and including additional transition coordinators with the appropriate caseloads per the Operating Standards for Educating Students with Disabilities in Ohio.																						
2k	11 Districts	The collaborative teams will select evidence-based interventions and supports aligned to identified transition needs.																						
2k	11 Districts	The districts will provide training on topics based on identified needs to staff, community partners and families.																						
2k	11 Districts	The district will develop an internal and multi-agency training, support and monitoring plan for providing collaborative transition services and writing compliant IEP transition plans and comprehensive graduation plans. The district teams will engage in continued analysis and reflection to examine progress toward goals. Adjustments of the goals, strategies or action steps may be needed based on these results.																						
2k	11 Districts	The district team will participate in the Self-Review for Serving Students with Disabilities in Career-Technical Education Pathways Tool and PowerPoint.																						
2k	11 Districts	The building leadership and teacher-based teams will support IEP transition planning and comprehensive graduation planning through shared leadership to promote proactive, equitable practices at the district, building and classroom levels.																						
2k	11 Districts	Teachers will implement identified transition services and resources in the classroom and collect data on implementation. This data will be analyzed through the district improvement process.																						

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2I	Ohio Department of Education	The state will connect and engage with the Ohio Universal Design for Learning Collaborative and Assistive Technology & Accessible Educational Materials Network. • At least one Urban Support Team member will be assigned to attend and engage in the Ohio Universal Design for Learning Collaborative and Assistive Technology & Accessible Educational Materials Network meetings on a regular basis. Members of the Office for Exceptional Children will work with the Assistive Technology & Accessible Educational Materials Network during year one of this plan to design a scope and sequence of tiered levels of support, evaluation methods and applications related to universal design for learning and assistive technology.																						
2I	Ohio Department of Education	The state will create guidance, a scope and sequence of training and update relevant current documents. By year two, the state will provide a dedicated electronic space for documents created in universal design for learning and assistive technology.																						
2I	Ohio Department of Education	The state will conduct training to build capacity of the Urban Support and regional state support teams in the use of tiered supports by district and building teams. • The 11 Districts will receive and have access to Tier 1 universal guidance, training and technical assistance related to universal design for learning and assistive technology. • Districts will incorporate into their improvement plan the building of teacher capacity to apply universal																						

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		design for learning and use assistive technology to promote student access to the general curriculum. • The state will develop the regional state support team's capacity to coach building leadership teams in the use of the universal design for learning tiered fidelity inventory, and in how to support implementation of universal design for learning within each teaching environment. • The state will work collaboratively through the Urban Support Team with state support teams and educational service centers, where applicable, to provide Tier 2 and Tier 3 level training for the 11 Districts																						
2l	Regional Supports	The region will provide tiered supports to the 11 Districts based on identified need and as established in the district's improvement plan. Tiered support will include universal, targeted and comprehensive support.																						
2l	Regional Supports	Universal Supports • Offer professional learning courses created by the Ohio Universal Design for Learning Collaborative and Assistive Technology & Accessible Educational Materials Network. • Collect quantitative data on attendance and the knowledge increase generated by each professional learning opportunity provided. • Offer regional communities of practice for universal design and																						

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		assistive technology after each professional learning session. • Provide technical assistance to district and building teams for: • Utilization of the universal design for learning tiered fidelity inventory; • The assistive technology decision tool (created by the Assistive Technology & Accessible Educational Materials Network); Assistive technology in the IEP document, as well as online supports such as assistive technology internet modules, the student inventory for technology supports modules and universal design for learning chats on websites.																						
2I	Regional Supports	Universal Supports • Offer professional learning courses created by the Ohio Universal Design for Learning Collaborative and Assistive Technology & Accessible Educational Materials Network. • Collect quantitative data on attendance and the knowledge increase generated by each professional learning opportunity provided. • Offer regional communities of practice for universal design and assistive technology after each professional learning session. • Provide technical assistance to district and building teams for: • Utilization of the universal design for learning tiered fidelity inventory; • The assistive technology decision tool (created by the Assistive																					2I	

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		Technology & Accessible Educational Materials Network); Assistive technology in the IEP document, as well as online supports such as assistive technology internet modules, the student inventory for technology supports modules and universal design for learning chats on websites.																					
2l	Regional Supports	Comprehensive Supports • Provide targeted coaching to district staff in universal design for learning strategies and assistive technology. • Create a group of district level coaches to achieve sustainability of the application of universal design for learning in each teaching environment as well as to sustain the application and use of assistive technology devices. • Provide coaching supports with assigned district coaches																					
2l	11 Districts	Comprehensive Supports • Provide targeted coaching to district staff in universal design for learning strategies and assistive technology. • Create a group of district level coaches to achieve sustainability of the application of universal design for learning in each teaching environment as well as to sustain the application and use of assistive technology devices. • Provide coaching supports with assigned district coaches																				2l	
2l	11 Districts	• The district will identify critical universal design for learning and assistive technology needs utilizing current data.																					

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2I	11 Districts	• Annual data analysis: The district will analyze available data, including universal design for learning tiered fidelity reports, assistive technology decision tool data and IEP and Evaluation Team Report (ETR) information to determine current needs and internal capacity to address these needs annually.																		
2I	11 Districts	The collaborative teams will select evidence-based interventions and supports aligned to identified root cause(s) in support of universal design for learning and assistive technology. Districts will conduct research in the use of best-practice implementation of universal design for learning and assistive technology to choose appropriate evidence-based interventions and supports.																		
2I	11 Districts	The collaborative teams will create a comprehensive plan to support universal design for learning and assistive technology structures. These will include: SMART goals, strategies and action steps and appropriate professional learning, such as modeling and coaching based on need.																		
2I	11 Districts	• The collaborative teams will engage in continued analysis and reflection to examine progress toward goals. Adjustments of the goals, strategies or action steps may be needed based on these results.																		
2I	11 Districts	The schools will maintain a building leadership team and teacher-based teams that will support interventions, supports and training.																		
2I	11 Districts	Building leadership teams will actively support the use of universal design for learning principles in teaching and enhance																		

		the collective capacity of teachers to use universal design and assistive technology devices.																						
2l	11 Districts	Building leadership teams will actively support the use of universal design for learning principles in teaching and enhance the collective capacity of teachers to use universal design and assistive technology devices.																						
2m	Ohio Department of Education	The state will provide district and regional state support teams with guidelines for determining if a student meets a traditional graduation pathway.																						
2m	Ohio Department of Education	The state will develop and administer a survey for parents and caregivers in the 11 Districts to determine their level of understanding of the rights of students with disabilities past grade 12 as well as graduation requirements and options.																						
2m	Ohio Department of Education	The state will provide training and develop resources for state support teams and educational service centers so they may provide professional learning to school district personnel, and parents and caregivers, that improves understanding of federal and state graduation rights and requirements for students with disabilities.																						
2m	Ohio Department of Education	The state will develop a Graduation Decision Framework in the form of a narrated presentation to be used by school districts during IEP meetings.																						
2m	Ohio Department of Education	The state will develop and maintain coaching logs to document the work of the Urban Support Team with the 11 Districts.																						
2m	Ohio Department of Education	The state will provide guidance to districts on appropriate documentation of student rights after grade 12.																						

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2m	Ohio Department of Education	The state will review graduation codes and resources that are part of the Education Management Information System and identify needed revisions or training.																					
2m	Ohio Department of Education	The state will update, as needed, the Department's website and A Guide to Parent Rights in Special Education.																					
2m	Ohio Department of Education	The state will consider updating the IDEA State Performance Plan Indicator 8 Parent Survey and process.																					
2m	Ohio Department of Education	The state will offer funding for a parent mentor for each of the 11 Districts that do not already have at least one parent mentor. The Office of Exceptional Children will work with the Ohio Statewide Family Engagement Center to provide training to all newly hired parent mentors.																					
2m	Ohio Department of Education	The State Advisory Panel for Exceptional Children will provide feedback on developed resources and strategies.																					
2m	Regional Supports	The region will assist the Department in survey distribution and data analysis to determine the current level of understanding of the rights of students with disabilities past grade 12, as well as family awareness of graduation requirements and options.																					
2m	Regional Supports	The region will provide training on EMIS codes to the 11 Districts as applicable (as well as training for educational service center regional data leads).																					
2m	Regional Supports	The region will provide training to the 11 Districts on federal and state graduation rules, regulations and rights for students with disabilities.																					
2m	11 Districts																						

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2m	11 Districts	The district will, with assistance from regional state support teams, have a structure in place to support growth and understanding by educators and parents of student rights until the student meets graduation requirements up to the age of 22. This structure will include a district leadership team, building leadership teams and teacher-based teams.																										
2m	11 Districts	The district will use current data to identify critical needs related to deferring or not deferring graduation. Districts should consider: • How many students have deferred graduation each year? • Why was graduation deferred? • Was the process for determining student graduation timelines and pathways implemented with fidelity? Were all required team members, including the parent and student at age of majority, involved in the process?																										
2m	11 Districts	The collaborative teams will select evidence-based interventions and supports aligned to root cause(s) in support of the deferred graduation process.																										
2m	11 Districts	The teams will create a comprehensive plan to ensure: • Students with disabilities are invited to their IEP meeting; • Parent and student signatures are obtained each year indicating they understand graduation rights past grade 12; • Each student with a disability will be involved in the development of his or her graduation plan aligned																										

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		to the student's IEP in accordance with Ohio law; • The district conducts an annual survey of parental understanding of rights; • Resources and graduation information is provided to families; • Professional learning and coaching on federal and state graduation rules, regulations and rights for students with disabilities is provided to educators and families.																							
2m	11 Districts	District collaborative teams will engage in continued analysis and reflection to examine progress toward goals. Adjustments of the goals, strategies or action steps may be needed based on these results.																							2m	
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Appendix E

Targets are identified, where applicable, as part of the Special Education Profile (SPP) and Every Student Success Act State Plan (ESSA)

Indicator 3c - Mathematics

Measures the percentage of students with disabilities who score at or above the proficient level on statewide mathematics assessments.

Student with Disabilities Target	29.5% (SPP) 35.8% (ESSA)	40.5% (ESSA)	44.4% (ESSA)	48.4% (ESSA)	52.4% (ESSA)
District Name	Baseline Data 2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
Akron	15.4%				
Canton	8.4%				
Cincinnati	28.3%				
Cleveland	19.3%				
Columbus	15.5%				
Dayton	16.4%				
East Cleveland	14.6%				
Lima	13.2%				
Toledo	12.8%				
Youngstown	16.9%				
Zanesville	24.8%				

Indicator 3 C – Reading

Measures the percentage of students with disabilities who score at or above the proficient level on statewide reading assessments.

Student with Disabilities Target	25.2% (SPP) 32.5% (ESSA)	40.5% (ESSA)	44.4% (ESSA)	48.4% (ESSA)	52.4% (ESSA)
District Name	Baseline Data 2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
Akron	16.4%				
Canton	9.6%				
Cincinnati	28.7%				
Cleveland	19.4%				
Columbus	18.7%				
Dayton	19.9%				
East Cleveland	14.9%				

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District Name	Baseline Data	2020-2021	2021-2022	2022-2023	2023-2024
Lima	11.4%				
Toledo	14.5%				
Youngstown	17.3%				
Zanesville	30.4%				

Indicator 5a – Least Restrictive Environment

Measures the percentage of students with disabilities who are in the least restrictive environment 80% of the time or more in the general education classroom.

Student with Disabilities Target	65%				
District Name	Baseline Data 2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
Akron	62.9%				
Canton	72.1%				
Cincinnati	60.4%				
Cleveland	43.1%				
Columbus	35.1%				
Dayton	40.1%				
East Cleveland	17.3%				
Lima	54.7%				
Toledo	25.4%				
Youngstown	56.8%				
Zanesville	61.7%				

Indicator 1 Graduation

Special education profile - Measures the percentage of students with disabilities who graduated from high school in 4 years.
ESSA - Measures the percentage of students with disabilities who graduated from high school in 4 years by meeting a traditional graduation pathway.

Student with Disabilities Target	73.8% (SPP) 72.3%(ESSA)	76.9%(ESSA)	78.4%(ESSA)	80.0%(ESSA)	81.5%(ESSA)
District Name	Baseline Data	2020-2021	2021-2022	2022-2023	2023-2024
Akron	71.8% (SPP) 62% (ESSA)				
Canton	71.3% (SPP) 67.6% (ESSA)				
Cincinnati	63.7% (SPP)				

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District					
	46.2% (ESSA)				
Cleveland	72.7% (SPP)				
	59.0% (ESSA)				
Columbus	74.9% (SPP)				
	18.9% (ESSA)				
Dayton	58.9% (SPP)				
	26.0% (ESSA)				
East Cleveland	74.3% (SPP)				
	47.3% (ESSA)				
Lima	68.2% (SPP)				
	27.3% (ESSA)				
Toledo	69.3% (SPP)				
	23.0% (ESSA)				
Youngstown	79.3% (SPP)				
	79.3% (ESSA)				
Zanesville	82.1% (SPP)				
	37.1% (ESSA)				

Indicator 14 – Postschool Outcomes – Engaged in Higher Education

Measures the percentage of students with disabilities who, within one year of leaving high school, are enrolled in higher education.

Student with Disabilities Target	39.7%					
District Name	Baseline Data	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Akron	30.4%					
Canton	20.5%					
Cincinnati	46.3%					
Cleveland	24.6%					
Columbus	30.2%					
Dayton	31.7%					
East Cleveland	27.0%					
Lima	34.3%					
Toledo	38.9%					
Youngstown	20.0%					
Zanesville	20.0%					

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Indicator 14 – Postschool Outcomes – Engaged in Higher Education or Competitively Employed

Measures the percentage of students with disabilities who, within one year of leaving high school, are enrolled in higher education or competitively employed.

Student with Disabilities Target	39.7%					
District Name	Baseline Data	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Akron	71.0%					
Canton	70.5%					
Cincinnati	73.2%					
Cleveland	66.0%					
Columbus	67.9%					
Dayton	83.3%					
East Cleveland	67.6%					
Lima	80.0%					
Toledo	83.3%					
Youngstown	60.0%					
Zanesville	64.4%					

Indicator 14 – Postschool Outcomes - Engaged in Higher Education, Competitively Employed or Some Other Postsecondary Education or Training Program

Measures the percentage of students with disabilities who, within one year of leaving high school, are enrolled in higher education, participating in a training program or are competitively employed.

Student with Disabilities Target	84%					
District Name	Baseline Data	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Akron	75.4%					
Canton	77.3%					
Cincinnati	79.9%					
Cleveland	73.5%					
Columbus	78.3%					
Dayton	88.3%					
East Cleveland	75.7%					
Lima	88.6%					
Toledo	88.9%					
Youngstown	80.0%					
Zanesville	66.7%					