

STATE ADVISORY PANEL FOR EXCEPTIONAL CHILDREN

December 7, 2017

Quest Conference and Business Center

Agenda Item	Discussion/Recommendations	Next Steps
Call to Order	Tony Cochren, Chairperson, called the meeting to order. New SAPEC members were introduced.	
Roll Call	Absent: Cynthia Burger, Kimberly Hauck, Rebecca Holtgrevan, Tony Huff, Jessica Minor and Jennifer Westbrook.	
Panel Business Approval of May 11, 2017 SAPEC Minutes	A motion was called to approve the September 21, 2017 meeting minutes. Bill Bauer motioned to approve and Tom Ash seconded. There was no discussion. Minutes were approved.	Meeting minutes will be posted to the ODE website.
Public Comment	No public comments were submitted.	
Emerging Issues/Unmet Needs³	There were no emerging issues or unmet needs.	
Chairperson's Report	<p><i>SAPEC 2018-2019 Membership Update</i> <i>– Staci Anderson, SAPEC Membership Committee Co-Chair</i></p> <p>SAPEC has six openings for the 2018-2019 school year and the Membership Committee received 55 applications in the month of October. The committee is in search of applicants from underrepresented areas within the state. This criterion will be used during the selection process.</p> <p>The SAPEC also has three Member-At-Large (MAL) positions available for the 2018—2019 school year. The MAL is a two-year term position held by a panel member who represents the panel on the Executive Committee. The MAL is expected to attend each Executive Committee meeting at 8 AM prior to the full panel meeting and participate on phone conferences in between meetings. Any current panel member interested in being considered for the MAL position should send an email to Ludia Dorelien by January 31st, 2018. The panel will vote during one of the spring meetings for this position.</p>	SAPEC Membership Committee will review applications and contact selected applicants for phone interviews.
ODE Report	<p><i>ODE Office for Exceptional Children's Update</i></p> <p><i>Calculation of Graduation Rates – Kim Monachino, Director</i> In the State of Ohio, students with disabilities who take regular assessments, assessments with accommodations or alternate assessments receive a regular diploma upon graduation and are counted in Ohio's graduation rates. Per the federal definition, students with disabilities are only counted in the graduation rate if they have met the same requirements as general education students. Ohio has submitted their Every Student Succeed Act (ESSA) Plan to the United States Department of Education (USDOE). There will be continued discussion on how Ohio will calculate graduation rates.</p> <p><i>SAPEC Coordination – Jessica Dawso, Associate Director</i> During the new year, OEC will be taking a team approach to coordinate all future SAPEC meetings. OEC is divided into multiple sections and an</p>	

individual from each section will be assisting with the preparation, planning and maintenance of SAPEC.

2017-2018 Special Education Profiles – Matt Loesch, Social Science Researcher and Adriana Golumbeanu, Education Program Specialist

The 2017-2018 Special Education profiles were released on November 20th, 2017. Special Education Profiles are created annually for each district and community school. Profiles are used to display performance over time on key indicators measuring services and outcomes for students with disabilities. Profiles are also used to notify the district of any required activities for compliance indicators and results indicators.

Profiles use data from the previous year and are organized per four essential questions:

- Are young children with disabilities entering kindergarten ready to learn? (Indicators 6, 7 and 12);
- Are children with disabilities achieving at high levels? (Indicators 3, 4, and 5);
- Are youth with disabilities prepared for life, work, and postsecondary education? (Indicators 1, 2, 13 and 14); and
- Does the district implement IDEA to improve services and results for children with disabilities? (Indicators 8, 9, 10, 11, 15 and 20).

Data collected for the 2017-2018 profiles will be used in January 2018 for individual corrections, in June 2018 for systemic corrections, then finally in September 2018 for the Special Education Ratings. Profiles can be accessed on ODE's website at <http://education.ohio.gov/Topics/Special-Education/Special-Education-Data-and-Funding/District-Level-Performance-Data>.

Equity in IDEA: Disproportionality Update – Virginia Ressa, Education Program Specialist and Kara Waldron, Program Administrator

Disproportionality, aligned with Indicators 4B, 9, and 10, looks at how often students of one race or ethnicity are identified, placed, and disciplined in special education as compared to all other students. Originally, OEC planned to include disproportionality data in the current profiles but will now wait until the winter of 2018. The new timeline is as follows:

- **August 2017:** Convene Equity in IDEA stakeholder group
- **Winter 2018:** Provide data preview in Special Education Profiles
- **Fall 2018:** Implement regulations through Special Education Profiles
- **Fall 2020:** Include preschool students in calculations

The USDOE has revoked the new reporting regulations for significant disproportionality so the reporting regulations are no longer in effect. USDOE is continuing to analyze the regulations' fiscal impact on SEAs and LEAs. However, the regulations and compliance dates will remain in effect.

Responding to Disproportionality

If a district is identified as having disproportionality in any of the categories, a district must set aside 15% of its special education funding for Comprehensive Coordinated Early Intervening Services (CEIS). Some of the

permitted activities in CEIS include, but are not limited to, professional development, educational and behavioral evaluations, services, and supports. CEIS must be used to serve students ages 3 through grade 12, with and without disabilities. Districts are required to identify and address factors, policies, practices and procedures that may contribute to significant disproportionality.

Supports to address Disproportionality in Ohio

OEC has proposed using a multi-tiered system of support to assist districts based on the levels of disproportionality demonstrated. Tier 1 will include districts that show an elevated level of disproportionality. The recommended threshold is 2.5 and these districts will receive prevention and targeted intervention. Tier 2 will include districts that demonstrate a moderate level of disproportionality. The recommended threshold is 3.0. These districts will receive all Tier 1 supports and directed intervention. Lastly, Tier 3 will include districts displaying significant levels of disproportionality. This group will receive Tier 1 and Tier 2 supports, comprehensive intervention, and will be required to redirect 15% of their funds to CEIS.

The next steps for OEC will be to finalize Ohio's new methodology based on stakeholder input, encourage districts to review discipline policies, procedures and data reporting, update CEIS tools and resources, and partner with SSTs to plan support for identified districts and community schools.

Early Childhood – *Sophia Hubbell, Assistant Director*

The Office of Early Learning and School Readiness is working on revising the preschool rule, which is rule 11 of the Operating Standards for the Education of Children with Disabilities. The preschool rule revision has been prompted by the following: 1) The Operating Standards are due for review by July 1, 2019; 2) the Federal Policy Statement on Inclusion released in September of 2015; 3) the Dear Colleague Letter released in January of 2017, and 4) House Bill 49 which included a provision that changed the caseload and ratio requirements in preschool.

The proposed rule revisions are based on inquiries and recommendations as well as input from various stakeholder groups. The proposed revisions are currently posted for public comment and include the following revisions:

- **Minor revisions:** Rewording for clarity, added definitions, reorganization to match 3301-51, and removal of duplicate language.
- **Major revisions:** A full least restrictive environment (LRE) continuum, service delivery, staffing requirements, and the use of developmental delay.
- **Additional revisions:** removed all language related to unit funding, required school age services to be considered for a child who is eligible for kindergarten, and strengthen language about district participation in Part C transition meetings.

The proposed rule revisions will be available on ODE's website for public comment until the January 19th, 2018 deadline.

	<p>The Panel worked in Ad Hoc Committee groups to discuss several topics.</p> <p>Ad Hoc Committee topics:</p> <p>Group I: Dispute Resolution - Due Process Form and Due Process Chart</p> <p>Group II: Tiered Supports to Address Disproportionality</p> <p>Group III: Preschool Special Education Rules</p>	
<p>Ad Hoc Committee Reports</p>	<p>Ad Hoc Committee Reports</p> <p>Panel members reported their small group discussion, recommendations and provided their completed feedback documents for further consideration.</p> <p>Due Process Form and Due Process Flow Chart</p> <p>The Ad Hoc committee reviewed the revised Due Process form and new Due Process flowchart and provided feedback regarding the forms' clarity and ease of use. The committee's suggestions were:</p> <ul style="list-style-type: none"> ➤ Make format, wording, and grammatical changes to the content. ➤ Add information to the flow chart that lets the parent know that a facilitator may be requested for the Resolution Meeting. ➤ Add information to inform parents that the Resolution Meeting is mandatory and that their case may be dismissed if the parent chooses not to attend. <p>Tiered Supports to Address Disproportionality</p> <p>The Ad Hoc Committee reviewed the proposed multi-tiered system of support for Ohio districts displaying mild to moderate levels of disproportionality. A visual graph of the tier system was presented and the committee discussed the following:</p> <ul style="list-style-type: none"> ➤ The use of descriptive wording at each tier and suggested terms that would better describe the cumulative effect and intervening supports from tier to tier; ➤ Threshold targets at each level and how the targets could possibly cause capacity issues for ODE and SSTs; ➤ How to ensure that the support system represents evidence-based practices; and ➤ How to incorporate PBIS to decrease disproportionality, while making sure that equity is being addressed. <p>Preschool Special Education Rules</p> <p>The Ad Hoc committee discussed the preschool rules and the current proposed revisions that are available for public comment. The committee proposed delaying implementation of the significant revisions to give districts enough time to prepare and plan for the new changes. The committee also discussed how the focus of the rule revisions is to improve early education for all students and not just students with disabilities.</p>	<p>The revised Due Process form and flowchart will be reviewed during the next Ad Hoc Committee meeting in March.</p>
<p>Learning Item</p>	<p>Ohio's Early Literacy Plan Update – Wendy Stocia, Assistant Director</p> <p>Three main focuses for Ohio's Language and Literacy efforts include the State Systemic Improvement Plan (SSIP) Early Literacy Pilot, the Reading Achievement Plans, and the Striving Readers Comprehensive Literacy Grant.</p> <p><i>State Systemic Improvement Plan: Early Literacy (SSIP)</i></p>	

The broad goals of the SSIP are to ensure that:

- More educators will be able to diagnose why students are struggling and provide evidence-based reading instruction.
- More educators will be equipped to provide evidence-based reading instruction and interventions.
- More learners will read at grade level and be on track to complete school and be ready for college and careers.

Reading Achievement Plans

A district or community school that received a grade of “D” or “F” on the K-3 Literacy Improvement Measure and had fewer than 60% of students who scored proficient or higher on the state’s grade 3 English Language Arts test as reported on the past two consecutive report cards, will be asked to submit a Reading Achievement Plan. For more information, please visit the Reading Achievement Plan webpage on ODE’s website at <http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Reading-Achievement-Plan>.

Striving Readers Comprehensive Literacy Grant

Ohio was awarded a \$35 million Striving Readers Comprehensive Literacy Grant from the USDOE. Approximately 95% of the award will be distributed directly to local schools or early childhood providers to improve literacy outcomes for children from birth through grade twelve. For more information on the Striving Reader’s Comprehensive Literacy Grant, please visit the FAQs webpage on the ODE website at <http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Striving-Readers-Comprehensive-Literacy-Grant/Striving-Readers-Grant-Frequently-Asked-Questions#FAQ3099>.

1st Annual Early Literacy Pilot Evaluation Report Highlights – Ashley Hall, Social Science Researcher

Cohort 1, serving about 300 educators and 7,700 students, began the SSIP Pilot during the 2016-2017 school year. Cohort 2, serving roughly 300 educators and 2,600 students, began during the 2017-2018 school year. Through the SSIP Pilot, both cohorts must complete a two-year professional development training called the Language Essentials for Teachers of Reading and Spelling (LETRS) which consists of 8 units of training. Cohort 1 Pilot districts have completed the first 4 units of the LETRS Training and are in the process of completing units 5-8. Cohort 1 will complete LETRS Training at the end of the 2017-2018 school year.

Participants of the training take a pretest before unit 1 is completed and the same test is given after unit 4 has been completed. Approximately 251 educators took the pretest and post-test. The data displayed a 30% increase in their performance. Of the participants, 95% showed a positive change, 4% showed a negative change and 1% displayed no change. During the first year of implementation of the SSIP, instructional and systems coaching sessions are available for further support and to increase building educator capacity. Over 700 coaching sessions took place and 88% of educators participated. The preliminary data has shown an increase in student performance on English Language Arts (ELA) assessments and an increase in the number of students that are on track for reading in kindergarten from 2015-2016 to 2016-2017. Pilot districts

	<p>have also seen an increase in students' curriculum-based measure performance from the beginning to the end of the 2016-2017 school year, particularly in phonemic awareness in kindergarten and 1st grade.</p> <p>It is too early in the implementation of the SSIP to see any substantial changes but the collection of data will continue as time progresses.</p>	
Agency Reports and Member Announcements	Jessica Dawso will be leaving her position as the Associate Director of the Office for Exceptional Children. After five years at ODE, Jessica has accepted a position at a law firm. She will begin her new position in January of 2018.	
Future Agenda Considerations	Bill Bauer suggested that the panel discuss shortages in state personnel, lack of special education teachers, and school psychologists.	
Adjourn	A motion to adjourn was called by Bill Bauer. Meeting adjourned.	Next meeting tentatively scheduled for February 22, 2018 via webinar.