Task Force on Best Academic Practice Models for Black Students

June 1, 2022

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Welcome and Congratulations

- **Charlotte McGuire,** President, State Board of Education

- **Stephen D. Dackin,** State Superintendent of Public Instruction

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Introductions

- **Dr. Stephanie Siddens**, Chief Advisor to the State Superintendent of Public Instruction, ODE

- **Dr. Marva Kay Jones**, Assistant Chief of Organizational Effectiveness, ODE

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Status Update

- Task Force Meetings
  - May 12 Review of Report Card Reform
  - June 1 Review of Ohio's School Improvement System
- Proposed plan to pilot Self-Assessment Tool

District/School Improvement Supports and Processes

- **Jo Hannah Ward**, Director, Office for Exceptional Children
- **Cynthia Dewey**, Director, Office for Improvement and Innovation

Federal Every Student Succeeds Act (ESSA): Identification

Comprehensive Support and Improvement (CSI)

- Lowest-performing 5% of all schools receiving Title 1, Part A funds

- All public high schools failing to graduate one third or more of their students

- Any schools that were previously identified for additional targeted support and improvement (ATSI) and have not met the statewide exit criteria

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Federal Every Student Succeeds Act (ESSA): Identification

Targeted Support and Improvement (TSI)

–Schools with one or more "consistently underperforming" subgroup of students

Additional Targeted Support and Improvement (ATSI)

–Schools in which any subgroup of students, on its own, performs as poorly as the lowest-performing 5% of schools identified for CSI

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State Identification: Watch

Watch schools are those schools that struggle to meet the needs of one or more student subgroups as outlined in state law. Watch schools are identified using the provisions enacted in section 3317.40 of the Ohio Revised Code.

CSI Requirements: Improvement Plans

Upon receiving notification of CSI identification by the state educational agency (SEA), districts and schools develop and implement school-level comprehensive support and improvement (CSI) plans that must:

- Be developed in partnership with stakeholders, be based on a school-level needs assessment, be informed by State-determined long-term goals, include evidence-based interventions, and identify resource inequities
- Be approved by the District and SEA
- Be monitored and periodically reviewed by the SEA

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Ohio ESSA: Improvement Supports

Funding for Improvement:

- School Improvement Grants
- IDEA

Technical Assistance:

- Ohio is required to provide technical assistance for each district with a significant number or percentage of schools identified for CSI and TSI
- Ohio has a differentiated system of technical assistance based on the district *continuum of support*

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Purpose and Use of Special Education Accountability System

- Special Education District Profiles - Public reporting

- Meet requirements for federal IDEA Law

- Accountability system is foundation of determining lowest performing schools to aid the state agency in directing additional assistance to support implementation of IDEA

- Compliance and results data used for identifying District profile status

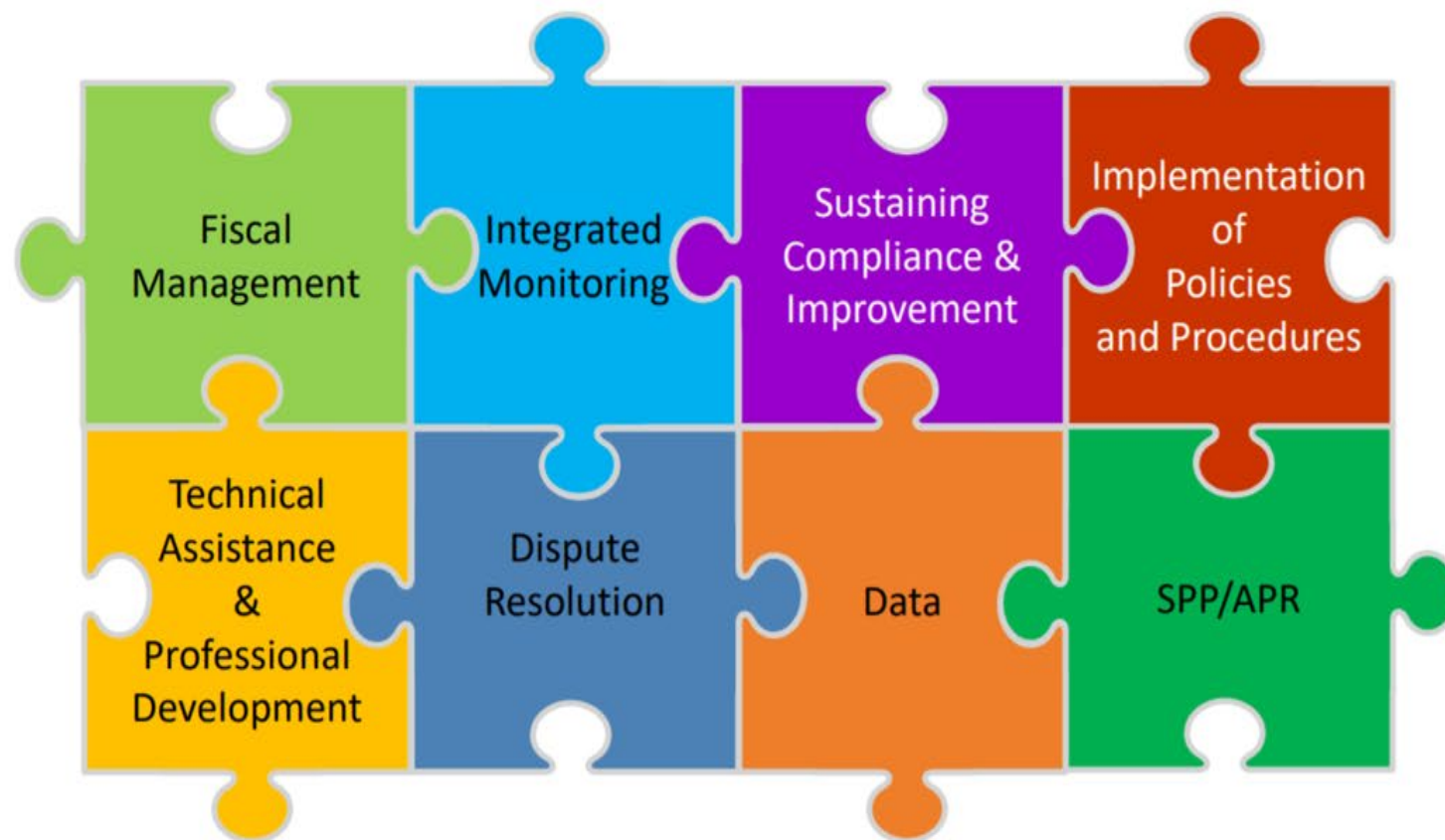# Individuals with Disabilities Education Act

States are required to:

- Monitor and enforce compliance with IDEA

- Collect Data and measure performance

- Annually report and identify district by determination rating

- Large focus of time and attention toward the Disproportionality indicator

* **Code of Federal Regulation:** 34 C.F.R. § 300.600 – § 300.608 and 34 C.F.R. § 300.640 – § 300.647

Special Education Indicators and Supports

8 Key Components

Fiscal Management | Integrated Monitoring | Sustaining Compliance & Improvement | Implementation of Policies and Procedures

Technical Assistance & Professional Development | Dispute Resolution | Data | SPP/APR

State Performance Plan/ Annual Performance Report (SPP/APR)

- There are 17 Indicators to provide a measurable indication of a state's performance in specific statutory priority areas of Part B of the IDEA.

- The State Performance Plan is a blueprint for systems change. The development and implementation leads to improved results for students with disabilities.

Are young children with disabilities entering kindergarten ready to learn?	• Indicator 6 Preschool Educational Environments • Indicator 7 Preschool Outcomes • Indicator 12 Early Childhood Transition from Part C to Part B
Are children with disabilities achieving at high levels?	• Alternate Assessment Participation • Indicator 3 Assessment Participation and Performance
To what extent do students with disabilities have access to the general education environment?	• Indicator 4 Suspension and Expulsion • Indicator 5 School-age Educational Environments
Are youth with disabilities prepared for life, work and postsecondary education?	• Indicator 1 Graduation • Indicator 2 Dropout • Indicator 13 Secondary Transition • Indicator 14 Postsecondary Outcomes
Does the district implement IDEA to improve services and results for children with disabilities?	• Indicator 8 Facilitated Parent Involvement • Indicator 11 Initial Evaluation Timelines • Indicator 15 Timely Correction of Noncompliance • Indicator 20 Timely and Accurate Data
Are children receiving equitable services and supports?	• Disproportionality: Identification for Special Education (Indicators 9 and 10) • Disproportionality: Placement of Students with Disabilities • Disproportionality: Discipline of Students with Disabilities

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What is Significant Disproportionality?

*When children from any racial or ethnic group are **identified for special education**, **placed in more restrictive settings**, or **disciplined at a markedly higher rate** than their peers*

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Categories of Analysis

Identification

All students ages 3-21

1. All Disabilities
2. Intellectual Disabilities
3. Specific Learning Disabilities
4. Emotional Disturbance
5. Speech or Language Impairments
6. Other Health Impairments
7. Autism

Placement

Students with disabilities ages 6-21

8. Inside a regular class for less than 40 percent of the day
9. Inside separate schools or residential facilities

Discipline

Students with disabilities ages 3-21

10. Out-of-school suspensions and expulsions of 10 days or fewer
11. Out-of-school suspensions and expulsions of more than 10 days
12. In-school suspensions of 10 days or fewer
13. In-school suspensions of more than 10 days
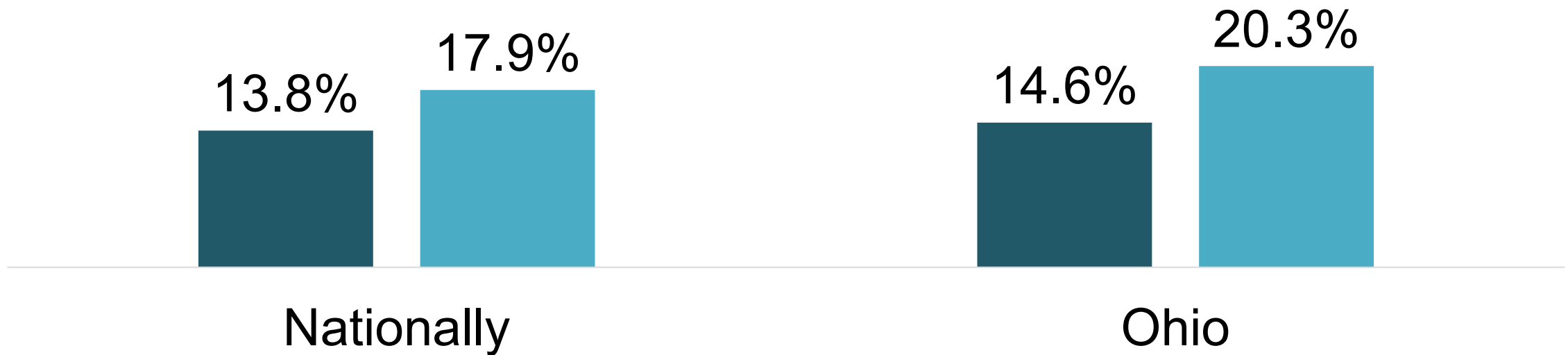14. Total disciplinary removals

Categories of Significant Disproportionality
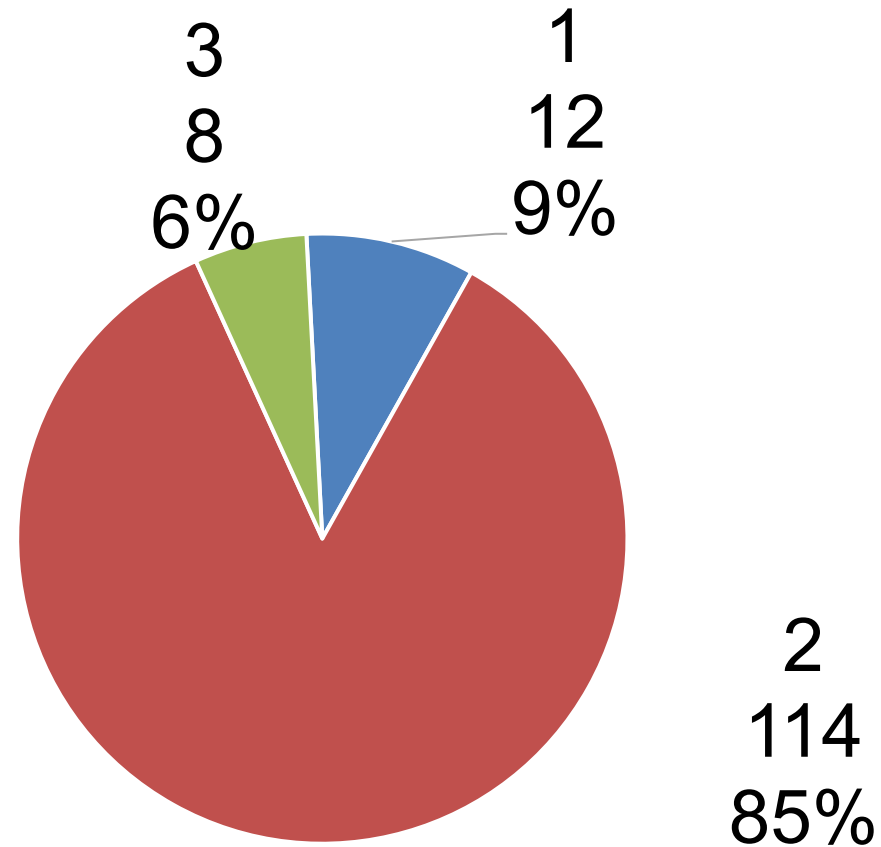
3
8
6%

1
12
9%

2
114
85%

National Racial and Ethnic Disparities in Discipline

Total Disciplinary Removals Per 100 SWD Ages 3-21
2017-2018

Black — 65

40

All Disabilities — 29

27

White — 26

24

Pacific Islander — 19

7
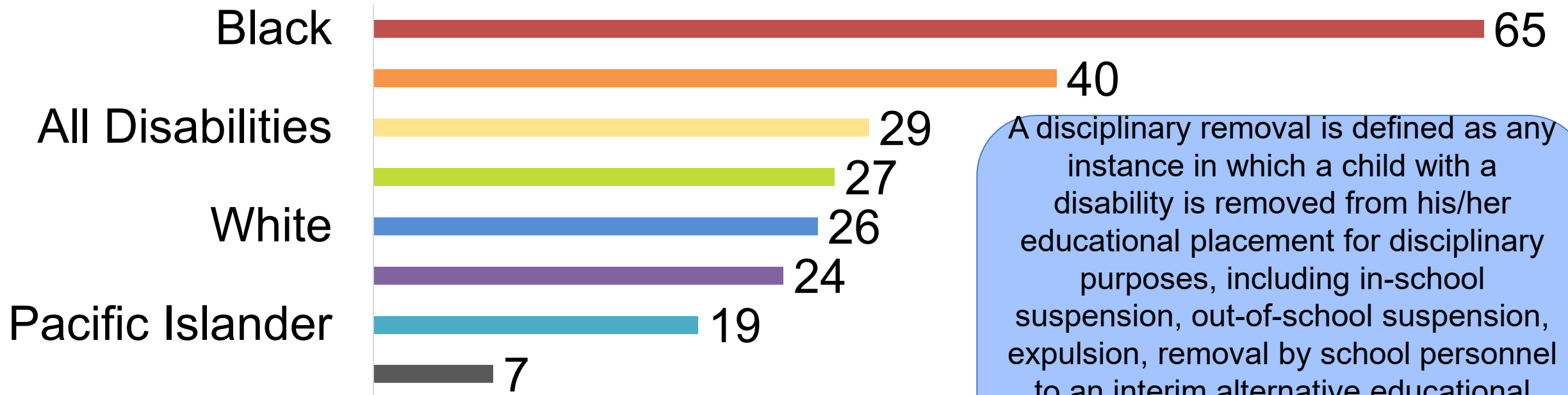
A disciplinary removal is defined as any instance in which a child with a disability is removed from his/her educational placement for disciplinary purposes, including in-school suspension, out-of-school suspension, expulsion, removal by school personnel to an interim alternative educational setting, and removal by hearing officer for likely injury to the child or others.

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Racial and Ethnic Disparities in Ohio

Educators in Ohio are more than

2 times as likely to
- Identify Black students with intellectual disabilities
- Place Black students in more restrictive settings
- Remove Black students for discipline

3 times as likely to
- Identify Black students with an emotional disturbance
- Expel Black students
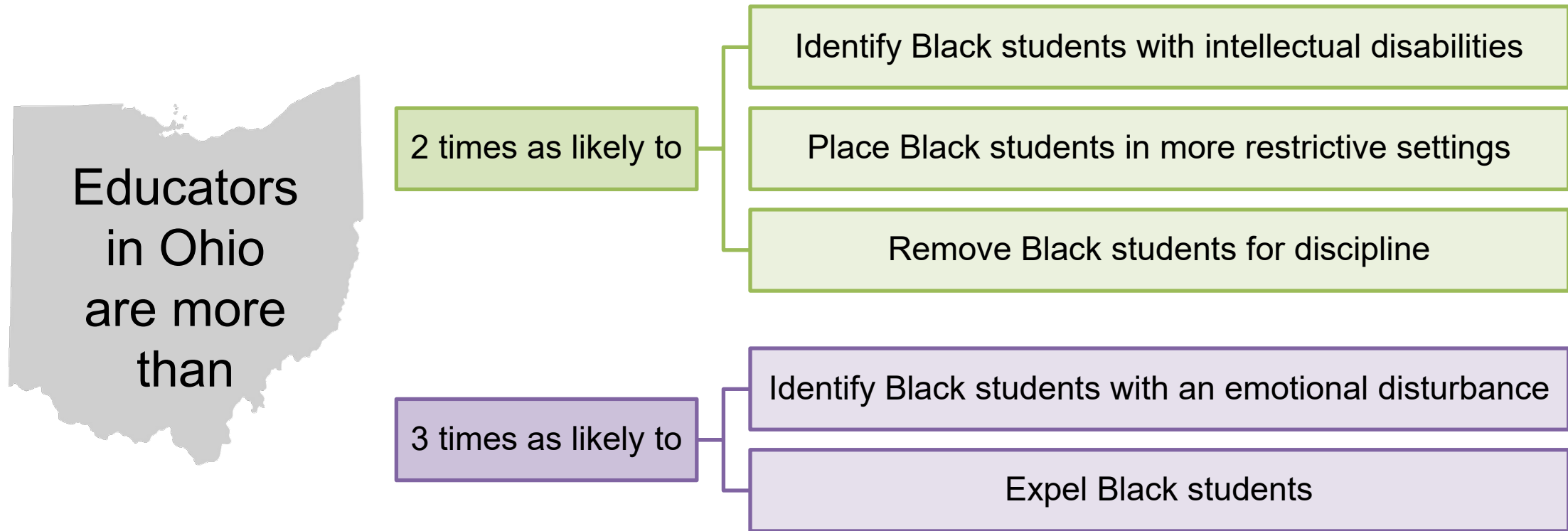
Black students make up 15% of enrollment, but 44% of out-of-school suspensions

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How is disproportionality addressed?

Responding to Significant Disproportionality

Districts with significant disproportionality must:

> Review their policies, procedures and practices for identifying, placing and disciplining students with disabilities
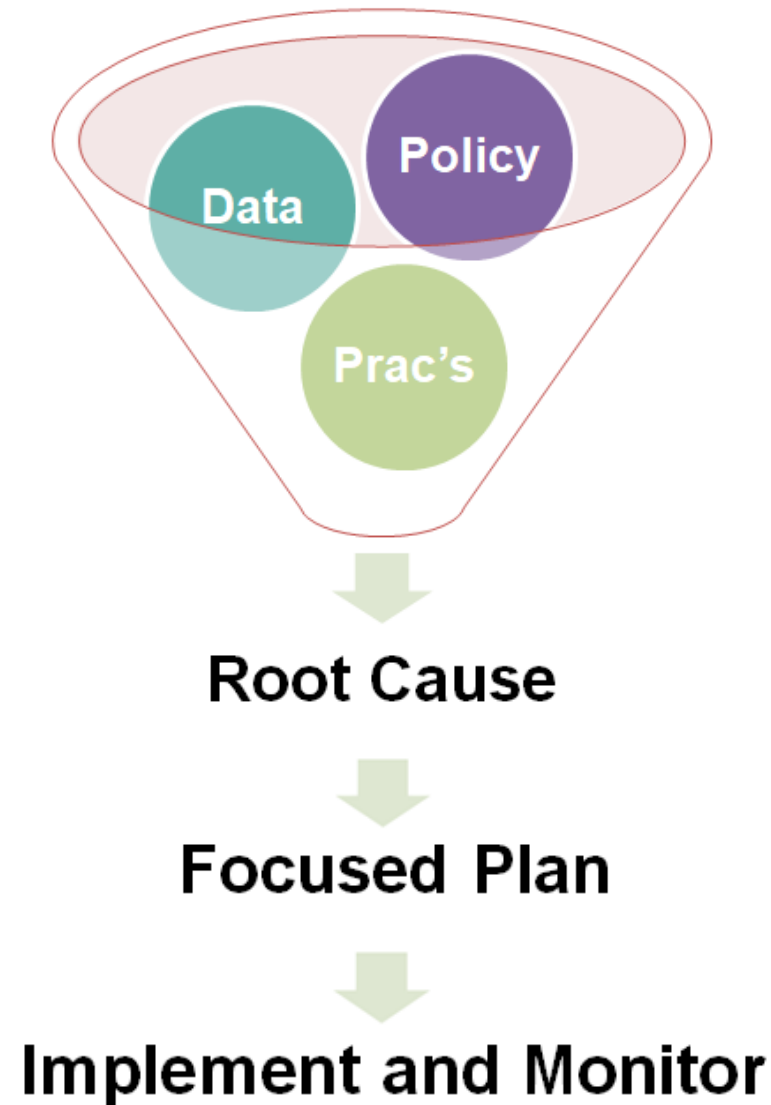
> Identify the factors that may be contributing to significant disproportionality

> Provide services to address the contributing factors using 15% of their federal special education funds

The results of the review process do not affect the identification of significant disproportionality. Even if student records and policies are fully compliant, the district must still redirect funds.

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What Supports are Provided?

- Technical assistance for Indicator Review

- Data analysis

- Professional learning

- Implementation support (coaching and feedback)

Data · Policy · Prac's

Root Cause

↓

Focused Plan

↓

Implement and Monitor

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Regional State Support Team

Ohio Revised Code: ORC 3312.01 established the educational regional service system.
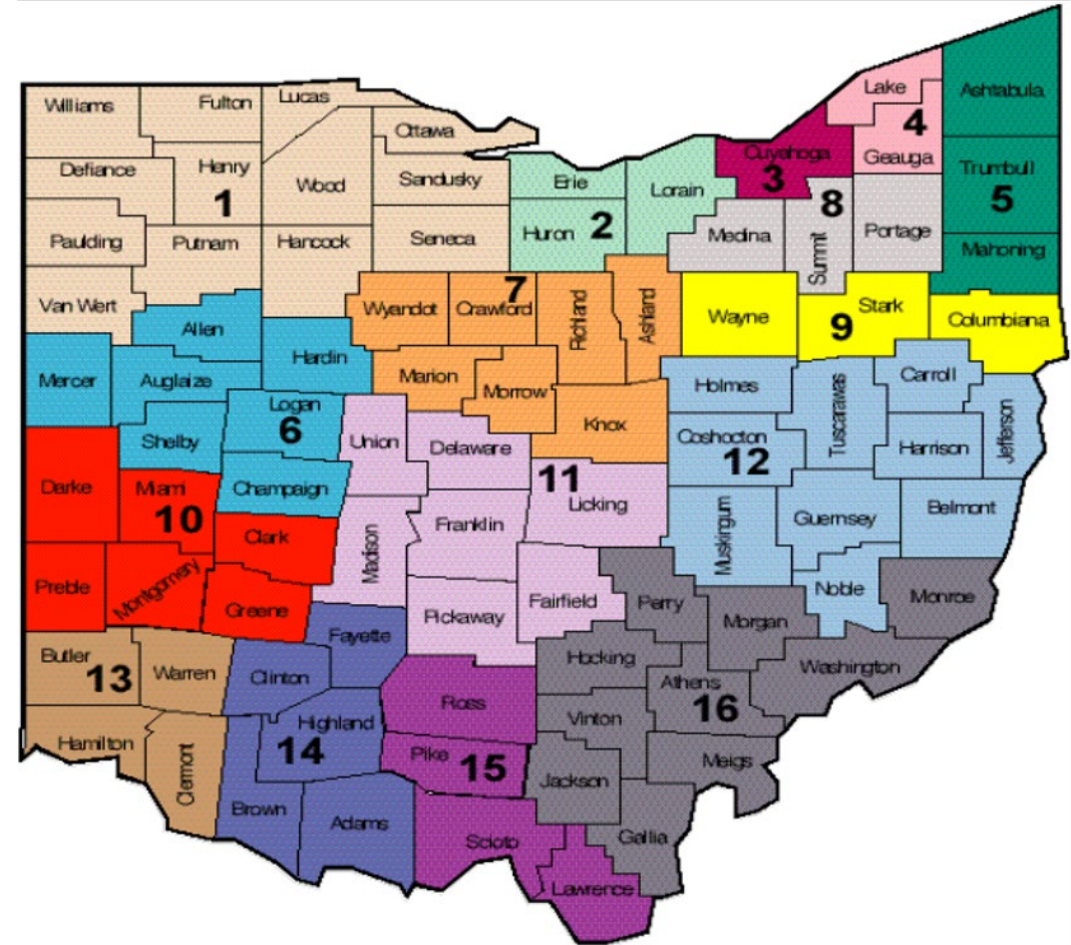
District Continuum of Support

- Districts under an Academic Distress Commission
- Intensive Support Districts
- Moderate Support Districts
- Independent Districts

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Comprehensive Support

Once identified by the state education agency, districts receive comprehensive support from **State Support Teams**:

- high-quality professional development services
- coaching and technical assistance to build the capacity of the district to improve instructional practices and student learning across the 3 – 21 student population in each school within the district

Improvement System: Ohio Improvement Process
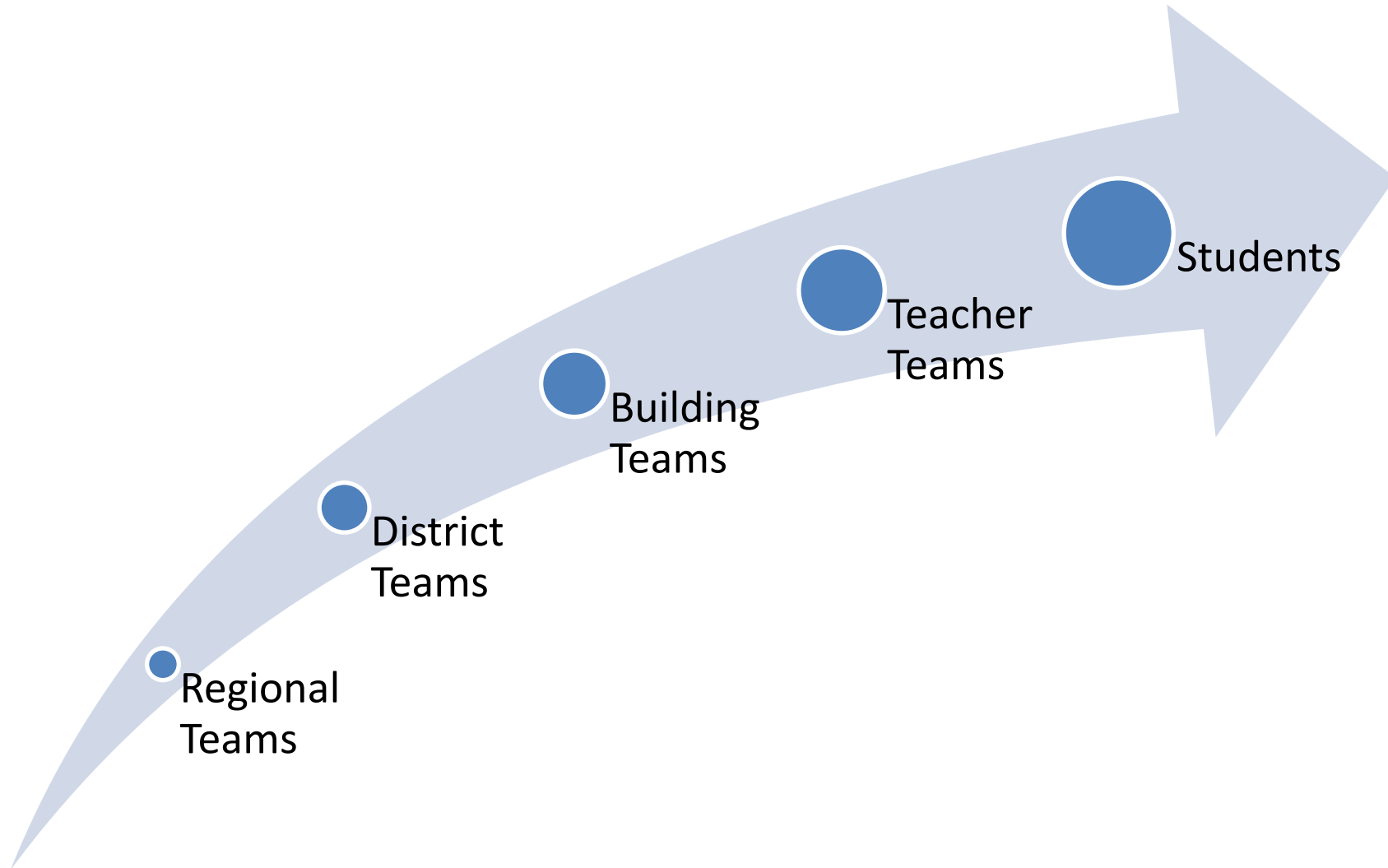
Improvement Tools

ESSA requires a **comprehensive needs assessment and improvement plan** for all identified schools.

Ohio's ESSA Plan includes:

- [One Needs Assessment](#)
- [One Plan](#)
- Improvement Review

For questions please contact: Cynthia Dewey, Director, Office for Improvement and Innovation at cynthia.dewey@education.ohio.gov

Urban Team and Prioritized Districts

"The 11 Districts"

Akron

Canton

Cincinnati

Cleveland

Columbus

Dayton

East Cleveland

Lima

Toledo

Youngstown

Zanesville

To Learn More

[Disproportionality in Special Education](#)

[FAQ](#), [technical doc](#), and [fiscal guidance](#)

[Overview](#) requirements, supports, and exemplars

For questions please contact:

Jo Hannah Ward, Director Office for Exceptional Children at Johannah.ward@education.ohio.gov

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Moving Forward: Pilot Study

- Engage partners
- Align to Ohio Improvement Process
- Design process for implementation
- Evaluate, validate, facilitate and participate
- Utilization of data in selecting pilot districts
- Use pilot to inform implementation

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Questions?