

Strands of Action

Ohio's Theory of Action: Each Child, On Track

Family Partnerships

Capacity of School Personnel

Collaborative Structures

Multi-Tiered Systems of Support

Characteristics of Effective Schools

	If DEW/OEC	Then	Then	Impact Statement
	Builds the capacity of and facilitates school personnel to prepare, involve and empower families of secondary-transition age youth with disabilities in secondary transition planning including pathways for graduation with a regular diploma...	More families of secondary transition age youth with disabilities will be involved, empowered and prepared to engage in the secondary transition planning process and make informed decisions that support their child's successful post-school outcomes.	More students with a disability will graduate with a regular diploma.	<p>Our actions will impact the Department's goal to increase annually the percentage of its high school graduates who, one year after graduation, are:</p> <ul style="list-style-type: none"> • Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program; • Serving in a military branch; • Earning a living wage; or • Engaged in a meaningful, self-sustaining vocation.
	Builds the capacity of school personnel to implement the graduation plan policy , career-advising policy , business advisory council policy , positive behavioral interventions and support , excessive absenteeism policy and evidence-based predictors and practices for students with disabilities...	Each child will have equitable access to the program structures that allow them to maximize their potential.		
	Coordinates partnerships with regional state support teams, educational service centers, institutions of high education, Ohio's Statewide Family Engagement Center, adult agency providers and workforce partners...	Districts will have access to high quality supports to meet the needs of school personnel, students and families.		
	Creates an early warning tool, progress toward meeting graduation requirement reports and intervention inventory that includes attendance, academic and behavior at the universal, targeted and intensive levels...	School personnel will identify students with disabilities who are at-risk of not graduating and provide an intervention that best fits the student's needs in attendance, academic and behavior at the universal, targeted and intensive level.		
	Promotes the use of Special Education Profile , early warning and progress monitoring data within the Ohio Improvement Process to provide students with disabilities equitable access to the services and supports needed to meet their individual needs in the least restrictive environment ...	Through shared leadership, school districts will use proven practices to ensure students with disabilities are on-track to graduate with a regular diploma as applicable to their individual needs.		