

# The Road to Outcomes & Beyond...

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”).

For additional information on the 11 district plan and support structures, please select the items on the map.



## How do I navigate this document?



Select any of the above Objective titles to learn more about each step of the 11 district plan.



Select the school house beside each objective to learn more about **State, Regional, District, School and Classroom** action items.



Supporting Structures



**Ohio** | Department of Education

# Why is this important to me and my child?

While there is additional focus and supports to the 11 districts referenced throughout this document, it is important to note that there has been, and will continue to be, progress towards outcomes for all students with disabilities in ALL districts in Ohio. The chart below and objectives on page 1 outline the progress towards the plan.

Increased Reading & Math Proficiency

Improved Post School Outcomes

Increase in LRE (Least Restrictive Environment) Percentage

Closing the Achievement Gap

Increased Attendance Rate

Decrease in Suspension and Expulsion Rate

Appropriate Use of Assistive Technology

Increased Graduation Rates

Increased Literacy Achievement

## Timeline and Process Activities for State Plan Review

**Year 1**



**2020-2021**

The state will analyze data to create and draft a plan. It will be reviewed by the advisory council and then finalized.

**Year 2**



**2021-2022**

The plan will be reviewed and analyzed. Progress will be reported.

**Year 3 & 4**



**2022-2024**

The plan will continue to be reviewed and updated based on review of progress.

**Year 5**



**2024-2025**

After continuous review and updated progress the sustainability section of the plan will be drafted and reviewed by the advisory council and then finalized.



**For more information read the full 11 District plan here.**



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# Objectives

1

## Language and Literacy Development

Summary: Increase the focus and build the capacity of educators and other partners on language and literacy development and skills for all students, particularly for students with disabilities, at all grade levels.

As part of the continuous improvement structure and with the support from state and regional levels, the Department expects districts to set goals, school buildings to provide structure to meet the goals, and classroom staff to effectively implement and support preK-12 language and literacy instruction.

4

## Positive Behavioral Intervention and Supports

Summary: 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.

The Department and regional State Support Teams will develop a flexible and individualized Positive Behavior Interventions and Supports (PBIS) training and coaching plan for each of the districts. The district will provide the structure to support classroom staff to implement PBIS.

2

## Professional Learning for IEP Supports and Services

Summary: A professional learning 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. This plan will provide additional professional learning activities and technical support to IEP teams.

With support from the SST's the classroom staff will effectively implement appropriate IEP interventions and specially designed instruction through the development of systemic processes and procedures.

5

## Multi-tiered System of Support (MTSS) of Support

Summary: Facilitate, support and sustain implementation of an 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.

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.

3

## Professional Learning for Leadership and Teachers

Summary: Provide professional learning for leadership and teachers focused on areas of greatest need, with an emphasis on student achievement, including Least Restrictive Environment.

The statewide system of support includes the Department, Urban Support Team, State Support Teams, Educational Service Centers, Information Technology Centers and professional associations, to increase knowledge and use of inclusive instructional practices. District staff will implement these practices to increase student achievement in the LRE placement.

### The State Advisory Panel For Exceptional Children.

- The panel provides input on and reviews the overall process of the 11 districts.
- Recommends activities to work with students served by the 11 districts.

### Urban Support Team

- 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.
- Provides a direct connection to each of the 11 Districts by supporting district leadership, school building leadership and teacher-based teams.

### State Support Teams

- 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).
- Provide professional learning and technical guidance to district teams.

### District Leadership Team

- Engage in shared leadership activities at the district, building and staff levels.
- Provides 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.

## Document Glossary

### Advisory Group:

- Offers guidance to the department in developing the plan
- Reviews and provides advice regarding implementation of the plan

### The Department's Internal 11 District and Implementation Team

- Facilitates planning and reviewing to determine the fidelity reviewing data of implementing the plan
- Leads implementation, provides oversight, recommends changes to improve district outcomes.

## 6 Postsecondary Transition

Summary: 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.

Individuals with Disabilities Education Act (IDEA) requires that Postsecondary Transition begins at age 16, whereas Ohio law goes beyond federal regulations, by beginning at age 14.

The Department 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 district will, with assistance from regional State Support Teams, have a structure in place that includes processes and tools to help identify learner needs, set goals and identify appropriate evidence-based strategies. Teachers will implement identified transition services and resources in the classroom and collect data.

## 7 Universal Design for Learning and Assistive Technology

Summary: Increase the knowledge and use throughout districts of a universal design for learning framework and the use of assistive technology. 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 Department will conduct training to build capacity of the urban support and regional state support teams to provide tier supports to districts based on their needs. The district will have a structure in place to support implementation of universal design for learning and applied use of assistive technology devices. Teachers will implement supports regarding universal design for learning and assistive technology.

## 8 Services through age 21

Summary: Help parents and caregivers understand that students with disabilities may earn a high school diploma based on meeting a typical graduation pathway or reaching his or her 22nd birthday; and the student is entitled to remain in high school and continue receiving special education and related services in accordance with the IEP.

The Department will provide training and develop resources for State Support Teams and Educational Service Centers, school district personnel, parents, and caregivers, to improve the understanding of federal and state graduation rights and requirements for students with disabilities. The district will, with assistance from regional State Support Teams, have a structure in place to support growth until the student meets graduation requirements, up to the age of 22. Staff will engage with families through ongoing communication, ensuring parents are aware of graduation options.

## 9 Urban Support Team

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

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. State Support Teams will communicate with the Urban Support Team about areas identified in the settlement agreement. The district and schools will provide access for the Urban Support Team to attend district and building leadership team meetings, to increase knowledge of the district's culture, policies, practices and procedures.

