

STATE ADVISORY PANEL FOR EXCEPTIONAL CHILDREN

Dec. 3, 2014

@ Quest Conference and Business Center

Agenda Item	Discussion/Recommendations	Next Steps
<p>Call to Order</p> <p>Roll Call</p> <p>Introduction of Guests, Visitors and New Members</p>	<p>Marbella Caceres will be replacing Pat Cloppert as the representative for the Ohio Coalition for the Education of Children with Disabilities where she is the Statewide multicultural coordinator.</p>	
<p>Panel Business</p> <p>Approval of Sept. 18, 2014 Minutes</p>	<p>Sept. 18, 2014 Meeting Minutes – Handout</p> <p>Bill Bauer motioned to approve the minutes; Tom Ash seconded the motion. Meeting minutes approved.</p>	<p>Meeting minutes will be posted to the ODE website.</p>
<p>Public Comment</p>	<p>None.</p>	
<p>Chairperson’s Report</p>	<p><u>Vice-Chairperson Special Election</u> Kate Kandel resigned as Vice-Chair. Election for the Vice-Chair position today. This position will be for one year and then move into the Chair position for 2 years. Letters of Interest were received for the Vice-Chair position from Bill Bauer, Tony Cochren and Marsha Wiley. Each candidate provided the panel with provided background information on themselves.</p>	
<p>ODE Report</p>	<p><u>Accommodations/Accessibility for the PARCC Assessment</u> Posted a Read-Aloud Accommodations FAQ yesterday specific to Ohio students on Ohio’s New State Tests posted to the ODE website. An e-blast will be send out by the Office for Exceptional Children with this information. Additional guidance will come out regarding changing or modifying IEPs to fit the new assessment system.</p> <p><u>State Systemic Improvement Plan</u> Focus area/theme identified is early literacy. Additional information and updates will be brought to panel.</p>	
<p>Indicator Target Setting</p>	<p>Ann Bailey, Facilitator from the University of Minnesota, described the small group process, reporting out by small groups and the voting process. Panel members received Target Setting Fact Sheets that contained a description of each indicator, historical data and projected future trends, and longitudinal data and addition information to assist in the decision making process. Members were divided into 5 groups for discussion and target setting for the indicators.</p>	

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Ad Hoc Committee Reports	<p>Each group reported out on their discussion, proposed targets and why the proposed targets are rigorous yet attainable. The panel members were given an opportunity to comment and clarify the proposals and then came to consensus on each target.</p> <p><u>Proposed Targets by SAPEC</u></p> <table border="1" data-bbox="600 427 1522 573"> <tr> <td colspan="6">Indicator 2: Percent of students with disabilities dropping out of high school</td> </tr> <tr> <td>2013-14</td> <td>2014-15</td> <td>2015-16</td> <td>2016-17</td> <td>2017-18</td> <td>2018-19</td> </tr> <tr> <td>5.28%</td> <td>5.25%</td> <td>5.15%</td> <td>5.05%</td> <td>4.95%</td> <td>4.85%</td> </tr> </table> <table border="1" data-bbox="600 610 1522 792"> <tr> <td colspan="6">Indicator 14a: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school</td> </tr> <tr> <td>2013-14</td> <td>2014-15</td> <td>2015-16</td> <td>2016-17</td> <td>2017-18</td> <td>2018-19</td> </tr> <tr> <td>34.8%</td> <td>34.8%</td> <td>34.9%</td> <td>34.9%</td> <td>35%</td> <td>35%</td> </tr> </table> <table border="1" data-bbox="600 829 1522 1045"> <tr> <td colspan="6">Indicator 14b: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school</td> </tr> <tr> <td>2013-14</td> <td>2014-15</td> <td>2015-16</td> <td>2016-17</td> <td>2017-18</td> <td>2018-19</td> </tr> <tr> <td>70.6%</td> <td>71%</td> <td>72%</td> <td>73%</td> <td>74%</td> <td>75%</td> </tr> </table> <table border="1" data-bbox="600 1083 1522 1336"> <tr> <td colspan="6">Indicator 14c: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school</td> </tr> <tr> <td>2013-14</td> <td>2014-15</td> <td>2015-16</td> <td>2016-17</td> <td>2017-18</td> <td>2018-19</td> </tr> <tr> <td>79.3%</td> <td>80%</td> <td>81%</td> <td>82%</td> <td>83%</td> <td>84%</td> </tr> </table> <table border="1" data-bbox="600 1373 1522 1479"> <tr> <td colspan="6">Indicator 3a: Percent of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's annual measurable objectives (AMO) targets for the disability subgroup</td> </tr> </table>	Indicator 2: Percent of students with disabilities dropping out of high school						2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	5.28%	5.25%	5.15%	5.05%	4.95%	4.85%	Indicator 14a: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school						2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	34.8%	34.8%	34.9%	34.9%	35%	35%	Indicator 14b: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school						2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	70.6%	71%	72%	73%	74%	75%	Indicator 14c: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school						2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	79.3%	80%	81%	82%	83%	84%	Indicator 3a: Percent of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's annual measurable objectives (AMO) targets for the disability subgroup						
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	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
	4.1%	4.1%	4.1%	5%	6.5%	8%	
	Indicator 3b: Percent of students with disabilities who participate in statewide math assessments						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
	98.5%	97%	97%	97.5%	98%	98%	
	Indicator 3b: Percent of students with disabilities who participate in statewide reading assessments						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
	98.5%	97%	97%	97.5%	98%	98%	
	Indicator 3c: Percent of students with disabilities who scored at or above the proficient level on statewide math assessments						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
	45.6%	46%	46%	46.5%	48%	50%	
	Indicator 3c: Percent of students with disabilities who scored at or above the proficient level on statewide reading assessments						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
	55.9%	56%	56%	57%	58.5%	60%	
	Indicator 4a: Percent of districts identified by the state as having a significant discrepancy in the rate of expulsion of children with disabilities compared to nondisabled students						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	
	Indicator 4a: Percent of districts identified by the state as having a significant discrepancy in the rate of suspensions of children with disabilities for greater than 10 days in a school year compared to nondisabled students						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
	2.0%	1.7%	1.4%	1.1%	0.8%	0.5%	

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	functioning within age expectations in social-emotional skills by the time they turned 6 years of age or exited the program						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
	49%	49.6%	50.2%	50.8%	51.4%	52%	
	Indicator 7b-1: Percent of preschool children with IEPs who entered the program below age expectations in early language, communication and literacy skills, who substantially increased their rate of growth by the time they turned 6 years of age or exited the program						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
	79.2%	79.6%	80%	80.4%	80.8%	81.2%	
	Indicator 7b-2: Percent of preschool children with IEPs who were functioning within age expectations in early language, communication and literacy skills by the time they turned 6 years of age or exited the program						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
	48.3%	48.9%	49.5%	50.1%	50.7%	51.3%	
	Indicator 7c-1: Percent of preschool children with IEPs who entered the program below age expectations in use of appropriate behaviors to meet their needs, who substantially increased their rate of growth by the time they turned 6 years of age or exited the program						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
	81.3%	81.7%	82.1%	82.5%	82.9%	83.3%	
	Indicator 7c-2: Percent of preschool children with IEPs who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
	59%	59.7%	60.4%	61.1%	61.8%	62.5%	
	Indicator 8: Percent of parents with a child receiving special education services in the state who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	

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	93%	93.2%	93.4%	93.6%	93.8%	94%	Panel will be notified of the finalized targets.
	Indicator 15: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
	37-45%	38-46%	39-47%	40-48%	41-49%	42-50%	
	Indicator 16: Percent of mediations held that resulted in mediation agreements						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
	79-80%	80-81%	81-82%	82-83%	83-84%	84-85%	
	ODE will review the recommendations and take them into consideration.						
Standing Committee Reports	<u>2013-2014 SAPEC Annual Report</u> Mary Murray presented the draft 2013-2014 SAPEC Annual Report for approval by the panel. The report will be provided to the Superintendent of the Ohio Department of Education. Bill Bauer motion to approve, Tony Cochren seconded. Report approved with no objections or abstentions. <u>Vice-Chair Voting Results</u> Bill Bauer was elected to the Vice-Chair position.						
Emerging Issues/Unmet Needs	None						
Agency Reports	None						
Member Announcements	None						
Future Agenda Considerations	None						
Adjourn	Motion to Adjourn-Tom Ash, seconded by Mary Murray. Meeting adjourned.						Next meeting is Jan. 29, 2015.