

**State Advisory Panel for Exceptional Children (SAPEC)
March 24, 2022**

Meeting Minutes

Call to Order

The SAPEC meeting was called to order by SAPEC Chair, Trisha Prunty. All members were welcomed.

Sandy Kaufman, Office for Exceptional Children (OEC) conducted roll call. Members absent were Traci Arway, Jody Beall, Katie Frederick, Lisa Golden, Beth Harrison, Tony Huff, Jennifer Hull, Jennifer Kobel, Christina Matthey, Antionette Miranda, Charlotte Perlaky, Judith Sgambati, & Janet Uher.

Lee Frederick and Stacey Spencer attended as guest for the meeting.

Panel Business

Trisha Prunty, SAPEC Chair, asked for a motion to approve the December 9th meeting minutes. Bradley Webb made a motion to approve; Haydiee Perkin seconded. Meeting Minutes were approved unanimously.

Rachel Barnhart, membership committee chairperson, provided an update on the membership committee's efforts on selecting new members for next SAPEC season. The committee reviewed the applications received, interviewed their top candidates, and will nominate six people for the SAPEC panel. These six nominees will be selected to be on the panel through the voting process at the May meeting. Rachel also reminded members that we need two individuals for the member at-large (MAL) positions. Those who are interested in serving as MALs, should send an email of interest to Parise Callahan.

Trisha reminded SAPEC members to state their names before speaking and to utilize the microphones at each side of the room when making comments or asking questions.

There were no public comments or unmet needs.

Indicator 8 Family Survey

Beth Crawford, Program Manager and Dr. David Julian, Study Director from The Ohio State University (OSU) Center on Education and Training and Employment (CETE), presented on the Special Education Indicator 8 Family Survey statewide results. They began the presentation by providing an overview of the method of data collection for cohort 2. Emails were sent to superintendents and all Special Education Directors in Ohio and other points of contact. The email included an invitation for families to participate in the survey. Districts and community schools distributed the invitations during the collection period by various methods including, websites, emails, social media, paper invitations, recorded invitations, and google docs. The survey collection period was from March 1st through April 30th, 2021. Included in the survey were eligibility questions, 14 statements grouped into categories regarding communication, school climate, and partnership with school, open ended questions gave families the opportunity to provide any additional information and demographic questions.

Looking at the results between Cohort 1 and Cohort 2, 155 districts or community schools participated. In Cohort 1, 141 districts had responses from families, in cohort 2, 142 districts had responses from families. Looking at the responses from families, 9,970 responses were collected in cohort 1 and 14,096

were collected in cohort 2. In cohort 1 7,302 responses were eligible to be included in the analysis and 7,743 responses were eligible to be included in in the analysis in cohort 2. The demographics of the responses collected from the survey found that the average age of respondent's children was in the 10 - 14-year-old age groups. In the category of race 68% of families who responded were white non-Hispanic and 11% of families who responded were black non-Hispanic. Following the overview presentation of the indicator 8 results, Beth and David provided an opportunity for SAPEC members to discuss the results and answer facilitated questions related to how response rate could be increased, what could be contributing to the inequalities in the data, and what ODE should do with the data.

Alternate Assessment

Wendy Stoica, Assistant Director, Office of Assessment and Ma'Taya Hammond, Education Program Specialist, Office for Exceptional Children, presented on the Ohio's Alternate Assessment Participation Decision making Tool and recently updated family resources. The purpose of the decision-making tool is to clarify who is eligible for the Alternate Assessment. Part A of the decision-making tool helps to determine initial eligibility for the assessment and reviews the students' IDEA category. Part B of the tool determines the most significant cognitive disabilities and looks at significant deficits in all three of the adaptive behavior domains including conceptual, social, and practical. Part C discusses determining extensive direct individualized instruction and substantial supports. This includes, curriculum, instruction and assessment, accommodations and modifications, and assistive technology. The decision-making tool does include an FAQ which is organized by parts, including 27 questions and answers over 8 pages.

Ma'Taya Hammond gave an overview of the [family resources](#) that were released at the end of last year related to Alternate Assessment. These resources can be found on the Alternate Assessment webpage on the department's website. Three resources have been created; beginning with a FAQ document specifically related to the Alternate Assessment. The second resource describes the Alternate Assessment Decision-Making Tool and how a student is determined eligible to take the Alternate Assessment. The third explores Ohio's Learning Standards Extended and the relationship between content standards and instructional strategies. A resource that was just recently released is a 1-page flyer that is a companion to the other family resources created that will be useful to IEP teams during meetings.

In conclusion, Wendy gave a brief overview of the updated graduation requirements for Ohio long term, including graduation requirements, which SAPEC members learned about from Graham Wood during a previous meeting.

Office for Exceptional Children Updates

Kara Waldron, Program Administrator, Exceptional Children provided an updated on Special Education Indicator Targets to share the final targets with panel members. Kara went through each indicator and provided key points for each of the final targets that were determined. Starting with the exiting indicators, Indicator 1 measures the percentage of youth with Individualized Education Programs (IEPs) exiting high school with a regular high school diploma. Six targets were set for indicator 1. By 2025-2026 the goal is to reach a final target of 70% which would move Ohio from the lowest-performing group of states to the middle-performing group of states in the annual ranking and scoring for state Special Education Determinations by the U.S. Department of Education. Indicator 2 measures the percentage of youth with IEPs dropping out of high school. Six targets were set for indicator 2, while the goal is to reach 13% by the 2025-2026 school year. This would move Ohio from the lowest-performing group of states to the highest-performing group of states in the annual ranking. Indicator 14 measures the percentage of youth who are no longer in secondary school and had IEPs in effect at the time they left

school. Eighteen targets were set for indicator 14. State Assessments includes indicator 3. Indicator 3 measures participation and performance of children with IEPs on statewide assessments. Discipline Discrepancies & School-aged LRE indicators include Indicator 4 and 5. Indicator 4a measures significant discrepancies in the rate of suspensions and expulsions of greater than 10 cumulative days in a school year for children with IEPs compared to children without disabilities. Six targets were set for indicator 4a. This option is a middle ground between the two original target options considered by stakeholders. In comparison to Ohio's 2019-2020 performance, meeting the final target of 15% by 2025-2026 will require five fewer districts across Ohio to have a discipline discrepancy of 1% or greater between students with and without disabilities.

Indicator 5 measures the percentage of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in the least restrictive environment. Eighteen targets were set for indicator 5. Preschool LRE and outcomes include indicators 6 and 7. Indicator 6 measures the percentage of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program. Eighteen targets were set for indicator 6. Indicator 7 measures the percentage of preschool children aged 3 through 5 with IEPs. Thirty-six targets were set for indicator 7. Indicator 8 is the family involvement indicator. Indicator 8 measures the percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Six targets were set for this cluster. In comparison to Ohio's 2020-2021 performance, meeting the final target of 91% by 2025-2026 will require 538 more parents to report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

The Dispute Resolution Indicators include indicators 15 and 16. Indicator 15 measures the percentage of hearing requests that went to resolution sessions that were resolved through resolution settlement agreements. Six targets were set for indicator 15. The targets increase by 8% each year from the 2019-2020 performance to end above the 43.04% baseline. The increase reflects an anticipated return to pre-pandemic numbers. In comparison to Ohio's 2019-2020 performance, meeting the final target of 48% by 2025-2026 will require 14 more resolution sessions to be resolved through resolution settlement agreements. Indicator 16 measures the percentage of mediations held that resulted in mediation agreements. Six targets were set for indicator 16. The targets will increase by 1% each year to end above the 83.5% baseline. In comparison to Ohio's 2019-2020 performance, meeting the final target range of 84%-88% will require 4 more mediations to result in mediation agreements. Kara concluded by thanking SAPEC members for their contribution to the indicator target process.

Sarah Buoni, Assistant Director and Karen Jeffries, Education Program Specialist both with the Office for Exceptional Children presented on Ohio's State Systemic Improvement Plan - Early Literacy Pilot. Ohio's Early Literacy pilot is aimed at leveraging resources, such as parent partnerships, teacher capacity, and state systems of support, over five years (2016-2021) to achieve high student results. This is done through five different goals: Shared leadership, Multi-tiered System of Supports, Educator Capacity, Family Partnerships, and Community Collaboration. The three goals discussed during the presentation were, teacher capacity, student early language, and multi-tiered system of support. The purpose of goal 1 was to increase teacher capacity. The purpose of goal 1 was for 100% of preschool through grade 3 teachers and administrators to engage in professional learning to increase the use of evidence-based early language and literacy core instruction and interventions. Key findings found that over 68% of Cohorts 1 and 2 PK-3 teachers demonstrated knowledge gain and retention at least two years after completing the professional learning modules on early language and literacy evidence-based practices. The focus of goal 2 is student early language and literacy achievement. The purpose of this goal is to have 100% of participating elementary schools demonstrate the capacity to accelerate early language

and literacy achievement for all students. Looking at student achievement across time, key findings found that with curriculum-based measurements, from baseline to 2019-20, the percentage of students benchmarking decreased for all grades and measures. With English language arts data, key findings are that from baseline to 2018-19, the percentage of grade 3 students scoring at or above the proficient level on the English Language Arts Assessment increased by 12%. The focus of goal 3 is multi-tiered system of supports. The purpose of this goal is to have 100% of participating districts engage their district and building administrators to strengthen leadership and systems change practices that support evidence-based language and literacy core instruction and interventions. Key findings from the overall Reading Tiered Fidelity Inventory (R-TFI) scores across time by tier found that the 80% target was met for Tier 1 in 2018-19 (Time 4), but overall, the Tier 1 score in 2020-21 decreased (Time 6), however, there was continuous improvement in overall scores for Tiers 2 and 3.

Next, Sarah and Karen explained how the work will continue. The work of the early literacy pilot can be seen through the implementation of the Department's strategic plan, *Each Child Our Future* and Exceptional Children's plan *Each Child Means Each Child*. The literacy work will also be continued in the Ohio's Dyslexia Guidebook being developed in response to H.B. 460 Dyslexia law, as well as Objective 1 of the 11 Districts Plan. Sarah and Karen concluded their presentation by allowing time for questions and provided their contact information for further follow-up.

Sarah James provided an update on Ohio's Fiscal Year 2023 special education funding. The federal application for Part B funding is now on the Department's webpage. The application will be posted for 60 days for public comment. Public comment is from April 4 through May 4, 2022. Sarah encouraged everyone to review and provide feedback through the public comment window. In relation to funding, Sarah does not anticipate an increase in funding. Once the Department receives final numbers, the application will be updated and posted. If there are any questions, members were asked to reach out to Sarah, and she will be happy to assist.

Monica concluded the Director's Updates section by introducing the new Assistant Director for Supports and Monitoring, Sarah Westerfield-Brooks. Sarah provided a brief introduction and background on herself and expressed her excitement concerning starting her new role and working with SAPEC in the future.

Closing Remarks & Meeting Adjourn

Trisha asked for a motion to adjourn the meeting. Shannon McGowan made a motion, Tammie Sebastian seconded.

Meeting adjourned.