In Ohio, each child is *challenged, prepared and empowered.*

Working together for Ohio’s students!

[education.ohio.gov/StrategicPlan](http://education.ohio.gov/StrategicPlan)
In Ohio, each child is **challenged, prepared and empowered.**

**Vision**
In Ohio, each child is **challenged** to discover and learn, **prepared** to pursue a fulfilling post-high school path and **empowered** to become a resilient, lifelong learner who contributes to society.

**Four Learning Domains**
- **Foundational Knowledge & Skills**
  - Literacy, numeracy and technology
- **Well-Rounded Content**
  - Social studies, sciences, languages, health, arts, physical education, etc.
- **Leadership & Reasoning**
  - Problem-solving, design thinking, creativity, information analytics
- **Social-Emotional Learning**
  - Self-awareness & management, social awareness, relationship skills, responsible decision-making

**One Goal**
Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:
- 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.

**Three Core Principles**
- **Equity**
- **Partnerships**
- **Quality Schools**

**10 Priority Strategies**
1. Highly effective teachers & leaders
2. Principal support
3. Teacher & instructional support
4. Standards reflect all learning domains
5. Assessments gauge all learning domains
6. Accountability system honors all learning domains
7. Meet needs of whole child
8. Expand quality early learning
9. Develop literacy skills
10. Transform high school/provide more paths to graduation
Plan to Improve Learning Experiences and Outcomes for Students with Disabilities

• Identify recommendations to improve literacy skills
• Address disproportionality
• Promote post-secondary success
• Foster inclusive leadership
• Advance high-quality instructional practices among educators who serve students with disabilities
Ohio House Bill 166

Passed July 2019

The Department will:

• Specify and develop guidance for districts and schools to identify students who may not be on-track to graduate.

• Identify best practices in intervening to support students in meeting graduation requirements.
Ohio Dropouts with IEPs

Approximately how many Ohio high school students with IEPs dropped out in the 2015 - 2016 school year?

a) 2,000
b) 3,000
c) 4,000
d) 5,000
Ohio Dropouts with IEPs

This is 20 percent...

...or 1 in 5.
Challenge

Policies often lack focus and coordination

School personnel are overburdened and less empowered to meet student needs
Goals

- Increase in students graduating by general requirements
- Decrease in students with disabilities dropping out
- Increased student engagement in post school education/training and competitive integrated employment
Early Warning Intervention and Monitoring System (EWIMS)

Getting students on track for graduation: Impacts of the Early Warning Intervention and Monitoring System after one year

Key findings:
This study examined the impact of the Early Warning Intervention and Monitoring System (EWIMS), a systematic approach to the early identification of and intervention with students at risk of not graduating from high school on time. The study randomly assigned 72 schools to use EWIMS or to continue with their usual practices for supporting at-risk students. After a year of limited implementation, the study findings show that:
- EWIMS reduced chronic absenteeism and course failure but not the percentage of students with low grade point averages or suspensions.
- EWIMS did not have a detectable impact on student progress in school (credits earned) or on school data culture—i.e., the way in which schools use data to make decisions and identify students in need of additional support.

The findings provide initial rigorous evidence that EWIMS is a promising strategy for reducing rates of chronic absenteeism and course failure, two key indicators that students are off track for graduation. It is not clear what staff actions caused these improvements. EWIMS was challenging to implement in the first year and did not have an impact on other measured outcomes.
Identify students who are at risk of not graduating on time

Assign students flagged as at risk to interventions

Monitor students’ response to intervention

Early Warning Intervention and Monitoring System

Systematic approach to using data
<table>
<thead>
<tr>
<th>Ohio Improvement Process</th>
<th>Early Warning Intervention and Monitoring System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify critical needs</td>
<td>Use an EWS Tool to collect EWS data (2)</td>
</tr>
<tr>
<td></td>
<td>Review and interpret EWS data (3 &amp; 4)</td>
</tr>
<tr>
<td>Research and select evidence-based strategies</td>
<td>Assign and provide tiered interventions that address attendance, academics, and behavior (5)</td>
</tr>
<tr>
<td>Plan for implementation</td>
<td>Monitor students and interventions (6)</td>
</tr>
<tr>
<td>Implement and monitor</td>
<td>Evaluate the process (7)</td>
</tr>
<tr>
<td>Examine, reflect, adjust</td>
<td></td>
</tr>
</tbody>
</table>
On-Time Graduation Project
Team Members

**National:** Great Lakes Comprehensive Center and National Technical Assistance Center on Transition

**State:** Ohio Department of Education

**Regional:** State Support Teams

**Local:** School Districts
## On-Time Graduation Project Scale-Up

<table>
<thead>
<tr>
<th>Cohort</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort 1</td>
<td></td>
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<tr>
<td></td>
<td>4 schools</td>
<td>4 SSTs</td>
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<tr>
<td>Cohort 2</td>
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<td>5 more</td>
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<tr>
<td>SSTs</td>
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<tr>
<td>Cohort 3</td>
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<tr>
<td></td>
<td>7 more</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSTs</td>
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</tr>
</tbody>
</table>
On-Time Graduation Project
Areas of Focus

• Intervention Inventory
• Early Warning Tool
• Career Advising Policy
• Student Success Plan
• Business Advisory Council
• Carl D. Perkins IV State Plan
• School Climate
On-Time Graduation Project
Areas of Focus

- Continuous Improvement Plan
  - Early Warning Indicators
  - State Performance Plan Data
  - Multi-tiered System of Supports
  - Evidence-based Predictors of Post School Success for Students with Disabilities
# On-Time Graduation Project

## Team Members

<table>
<thead>
<tr>
<th>Role</th>
<th>Lead</th>
<th>Data Entry</th>
<th>Data Coach</th>
<th>School Improvement</th>
<th>PBIS/MTSS School Climate</th>
<th>Career Technical Education</th>
<th>Special Education (Populations)</th>
</tr>
</thead>
</table>
| **NTACT GLCC**              | Matt Klare  
Marie Husby-Slater, Mark Mitchell, Jenny Scala, Amy Peterson, Karen Sanders, Mara Schanfield, Cecelia Long (AttendanceWorks) |            |                 |                    |                          |                             |                                 |
| **ODE**                     | Amy Szymanski                 | Matthew Loesch | Andrea Faulkner  
Marcia Barnhardt (Literacy)  
Thomas Capretta (Family, Attendance) |                 | Michael Petrasek Emily Jordan | Brenna Bartlett Kayla Mickens | Amy Szymanski  
Alex Corwin  
Deborah Turner (Urban) |
| **State Support Team**      | Sharron Reedus-Sanders  
Terry Swiejk  
Mona Burts-Beatty  
Lisa Barnhouse |            |                 |                    |                          |                             |                                 |
| **School District**         | Bailey Morres  
Jason Dixon  
Ted Jebens  
Brock Brewster |            |                 |                    |                          |                             |                                 |
On-Time Graduation Project
Year 1: 2017-2018

Put structures in place for a system of support for students, including those with disabilities, in grades 6, 9, 11 to keep them on-track for graduation.

Ensure that all currently mandated policies are in-place and all work is identified within the continuous improvement plan.
Implement the integrated systems of support.
Theory of Action

Early warning system (EWS) data
State Performance Plan (SPP) data
Multi-tiered systems of support (MTSS)
Comprehensive continuous improvement planning (CCIP)

SPP graduation and dropout indicator results
Post school outcomes for students with disabilities
Logic Model

If the Department, SSTs, schools (DLTs, BLTs, TBTs):

Use research-based early warning indicators to identify students at-risk of not graduating on-time at grades 6, 9, 11 with research-based thresholds established in attendance, course performance and behavior AND

Match these students to evidence-based interventions based on identified need, provide multi-tiered interventions and monitor student progress AND
Logic Model

If the Department, SSTs, Schools:

Incorporate Special Education Profile data and evidence-based predictors and practices (EBPP) for improving post-school outcomes for students with disabilities into school continuous improvement planning  AND

Identify and provide resources to align and coordinate policies, procedures and practices...
Logic Model

**Short-term Outcomes**

Students will have fewer early warning “flags” in attendance, course performance and behavior.

Increased compliance in IDEA State Performance Plan Indicators 13 and 14, Career Advising Policy and Excessive Absenteeism Policy.
Logic Model

**Long-term outcomes: Schools**

Improved coordination and communication of school teams (across departments) with well-defined team member roles and responsibilities and a clearly articulated communication feedback loop

Implementation of an early warning system including multi-tiered systems of support and the development of integrated student service plans
Logic Model

**Long-term outcomes: Department/SST**

Increased capacity of the Department and SSTs to support schools’ implementation of an early warning system within multi-tiered systems of support and the development of integrated student service plans.

Coordination of the Department and SST and teaming structures (across and within offices).
Impact

• Increase in students graduating by general requirements

• Decrease in students with disabilities dropping out

• Increased student engagement in post school education/training and competitive integrated employment
Assumptions

• Belief that competitive integrated employment is the first consideration for ALL individuals

• Belief that when given the appropriate services and supports, the majority of students with disabilities can graduate by general requirements
Assumptions

• Motivated to improve graduation and dropout rates for students with disabilities

• Have the capacity to complete the work

• Have a baseline framework in place to support the work
# Activity Schedule

**2018-2019 On-Time Graduation Project Activity Calendar**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Anticipated Outcome</th>
<th>Proposed Date/Time</th>
<th>Team Member Role and Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>SST Phone Call</td>
<td>Discuss plans for onsite</td>
<td>Week of 7/24</td>
<td>Amy will contact each SST team lead</td>
</tr>
<tr>
<td>Technical Assistance with Data Designee</td>
<td>Confirm student demographic data is loaded/will be loaded in the calculator by 20/25th day attendance</td>
<td>Week of 7/30</td>
<td>Amy will contact each data designer and team lead</td>
</tr>
<tr>
<td>Onsite meeting at each school district 2.5 hours</td>
<td>Discuss process that will be used to assign students to interventions from first day of school to 20/30th day attendance, identify process to ensure student success plans will be written for each identified student, confirm all future activity dates</td>
<td>Alliance - TBD, Lockland - 8/1, Western - 8/15, 8:30-11:00, Warrensville Heights - 8/1, 8:00-11:30</td>
<td>Amy will attend</td>
</tr>
<tr>
<td>ODE Team Meeting</td>
<td>Debrief 8/1 and 8/15 onsite, plan as needed for other two onsites, discuss plans for 30 day webinar, check status of OTSP checklist for each school</td>
<td>9/17, 1:00 - 3:00</td>
<td>Amy will contact each SST team lead</td>
</tr>
<tr>
<td>SST Phone Call</td>
<td>Review for 20/30 day attendance webinar, complete work on implementation measure</td>
<td>Week of 8/17</td>
<td>Amy will contact each SST team lead</td>
</tr>
<tr>
<td>ODE Team Meeting</td>
<td>Identify students who have missed 10% or more of school by the 20th or 30th day, review and revise tiered tier attendance interventions based on data, recognize the need to determine and discuss causes for absences based on data, identify next steps for assigning and implementing interventions and developing student success plans</td>
<td>9/20, 1:00 - 3:00</td>
<td>Amy - on all calls, Emily/Mike - Matt/Ashley - Tisha - will be on 9/26 calls, Brenna - will be on 9/26 calls, Brittany/Tom - attendance interventions Andrea -</td>
</tr>
<tr>
<td>Webinar</td>
<td>Discuss questions for reviewing and interpreting EWS data</td>
<td>9/27, 1 hr time TBD via Doodle</td>
<td>Amy will contact each SST team lead</td>
</tr>
</tbody>
</table>
# Expectation and Implementation Rubric

## On-Time Graduation Project 2018-2019 Expectation & Implementation Rubric

### Purpose and Use

This Rubric will serve as a tool for the Department team to document the district’s completion of project expectations and the level of implementation for each completed expectation. The Department team and school can use this information within a continuous improvement process to determine the level and areas of needed support. The information can also be used to identify quality examples of implementation, as well as the team’s capacity to mentor other project cohorts. The “in-progress” category indicates that the team implementation matches the project expectations (also noted in the OTGP expectation column) while quality provides an aspirational goal for teams to move toward.

### Scoring

Please circle the level (Needs Improvement, In-Progress or Quality) that best matches the status of the OTGP Expectation described in the left column of the table below. Write a justification for the chosen level and other related comments in the box below each OTGP Expectation.

<table>
<thead>
<tr>
<th>OTGP Expectation</th>
<th>Needs Improvement</th>
<th>In-Progress</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Intervention Inventory</strong> Includes at least one universal, targeted, and intensive intervention for attendance, course performance, and behavior.</td>
<td>The Intervention Inventory does not include at least one universal, targeted and intensive intervention for attendance, course performance and behavior, but there is not evidence that all of these interventions are effective. (Mark those that are in place): Research-based (as applicable)</td>
<td>The Intervention Inventory includes at least one universal, targeted and intensive intervention for attendance, course performance and behavior, but there is not evidence that all of these interventions are effective. (Mark those that are in place): Research-based (as applicable)</td>
<td>The Intervention Inventory includes a comprehensive array of interventions with at least one universal, targeted and intensive interventions included for attendance, course performance and behavior, that is regularly reviewed and aligned to the needs of the individual student, student group or school and these interventions are: Research-based (as applicable)</td>
</tr>
</tbody>
</table>

**Comments and justification:**

---

[Ohio Department of Education logo]
# Action Plan

On-Time Graduation Project

**Action Plan**

**School District:** ________________

**ACTION PLAN**

*April 2018 - June 2018*

<table>
<thead>
<tr>
<th>Specific Action Step (<em>What will be done?</em>)</th>
<th>Who Will Be Responsible?</th>
<th>Needed Assistance or Resources</th>
<th>When Will this be Accomplished?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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</tbody>
</table>
On the Right Track!

“These meetings allow you to sit down and process interventions, and people to bounce ideas; valuable time for peer networking and formulate action plans that you don’t have time on your day-to-day; common time to brainstorm with your team.”

“Focusing on the student needs at a root cause level.”
Lessons Learned

• Start small
• Take your time
• Ask for help
• Assume positive intent
• Create a logic model
• Establish measurement systems
• Choose the right partners
Lessons Learned

• Leverage and integrate existing policies, procedures and practices
• Secure administrative/leadership buy-in
• Facilitate and encourage cross-district, office, program, department, agency networking
Lessons Learned

CELEBRATE SUCCESSES often - no matter how small or insignificant they may seem!
thank you:-}
Share your learning community with us!
#MyOhioClassroom

Celebrate educators!
#OhioLovesTeachers
References

References


[http://education.ohio.gov/About/EachChildOurFuture](http://education.ohio.gov/About/EachChildOurFuture)
References