

Access and Equity for Students with Disabilities



Today's Objectives

Participants will...

Identify components of Ohio's State Systemic Improvement Plan - Each Child On Track

Understand how Each Child On Track promotes access and equity for students with disabilities

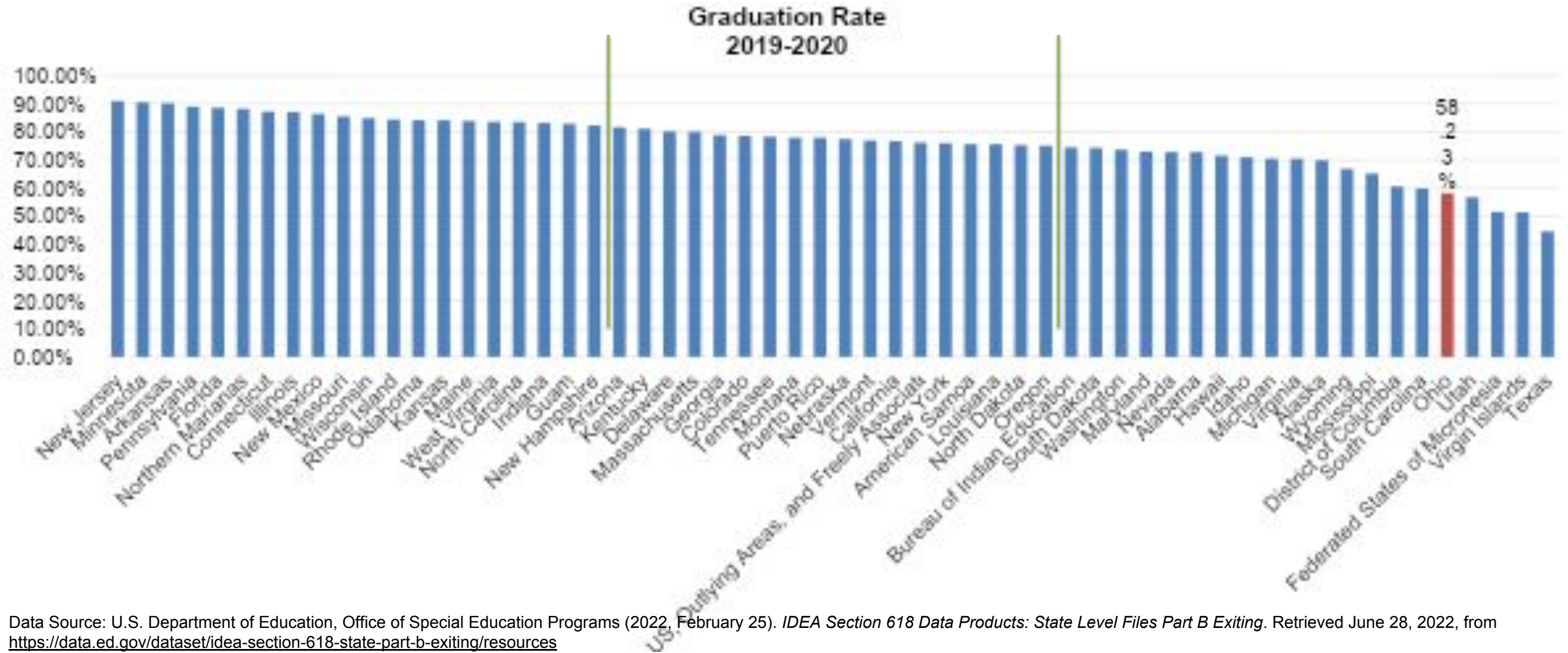
Ohio's Challenge

Too many students with disabilities are:

- not on track to graduate with a regular diploma
- dropping



58.23% Graduating With a Regular Diploma

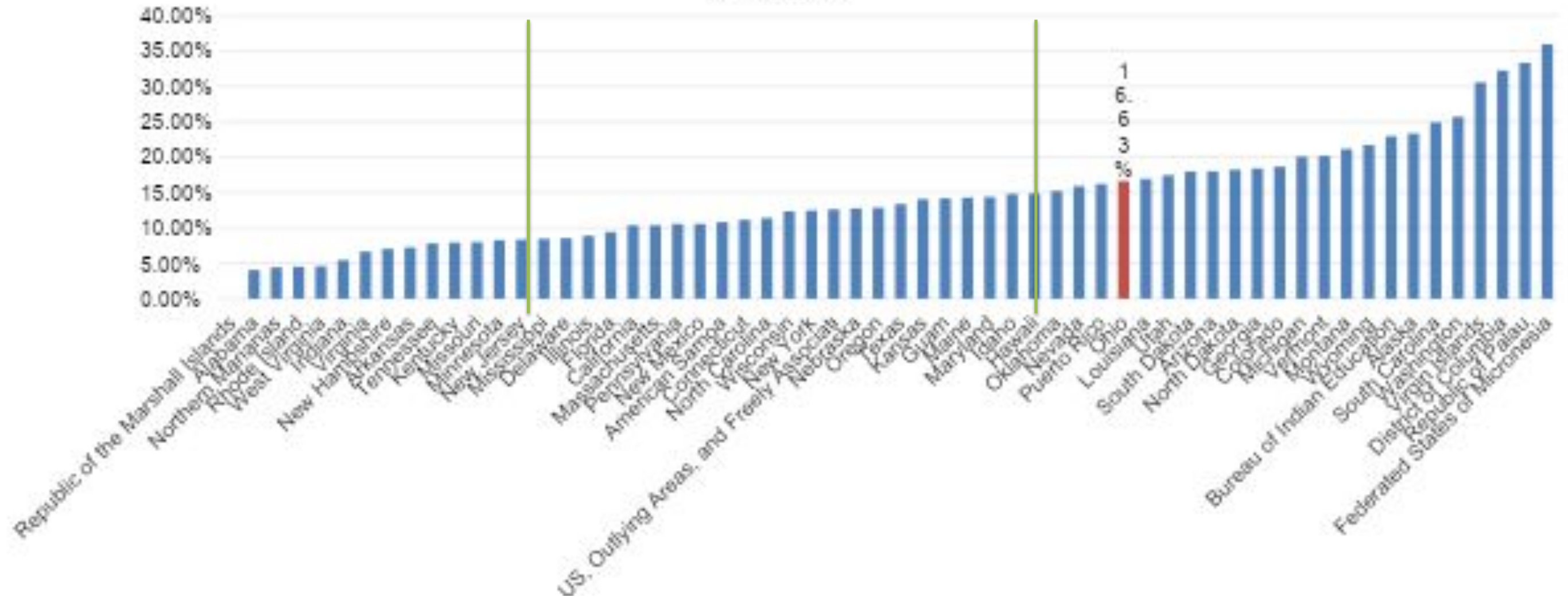


Data Source: U.S. Department of Education, Office of Special Education Programs (2022, February 25). *IDEA Section 618 Data Products: State Level Files Part B Exiting*. Retrieved June 28, 2022, from <https://data.ed.gov/dataset/idea-section-618-state-part-b-exiting/resources>



16.3% Drop Out Rate

Dropout Rate
2019-2020

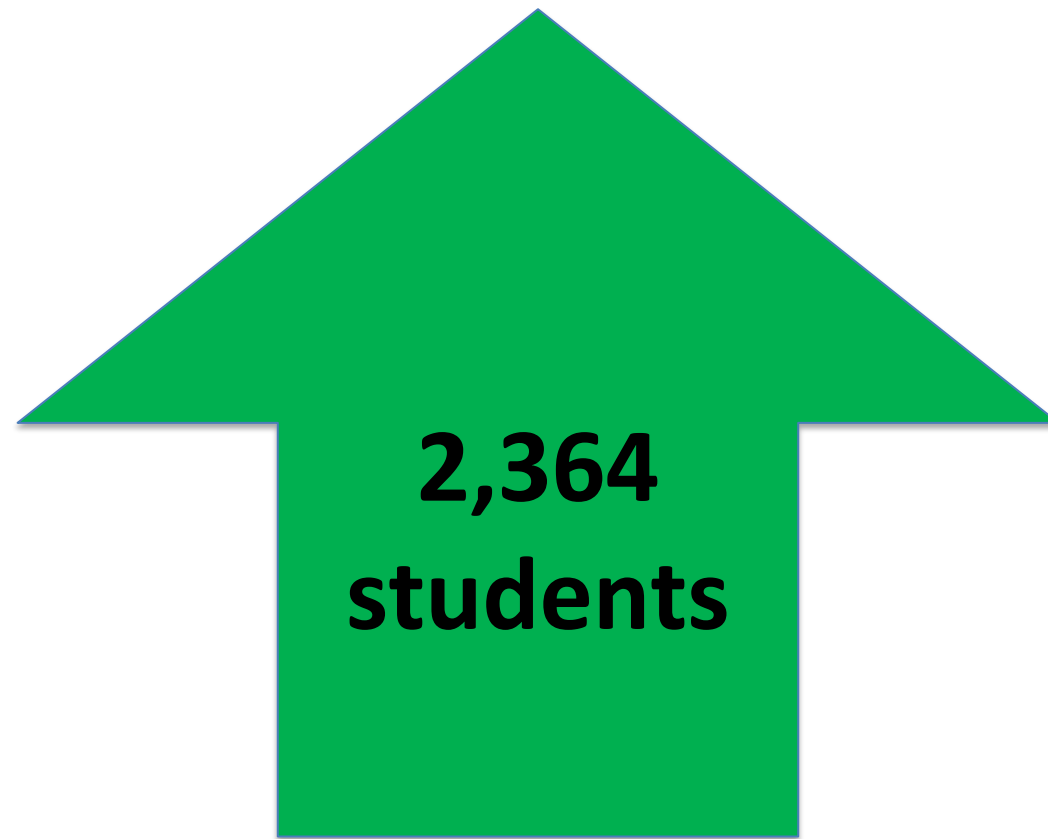


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Ohio's Target

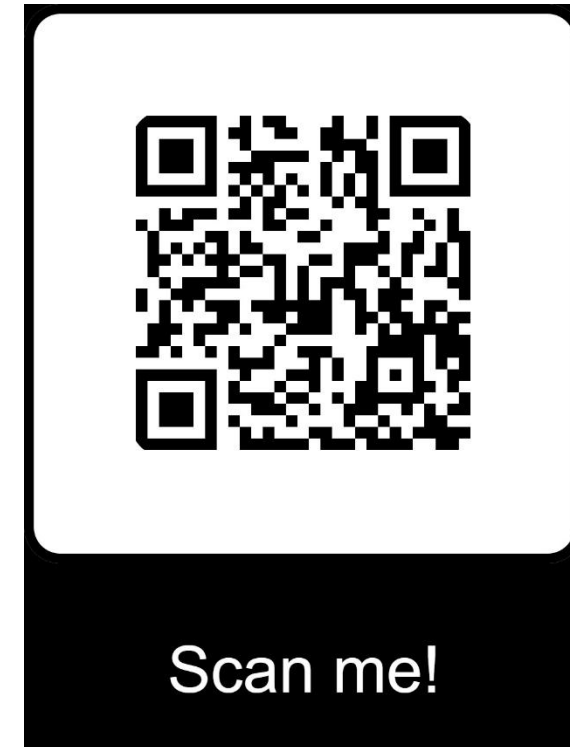
70% of Ohio's students with a disability will graduate with a regular diploma by 2025-2026.



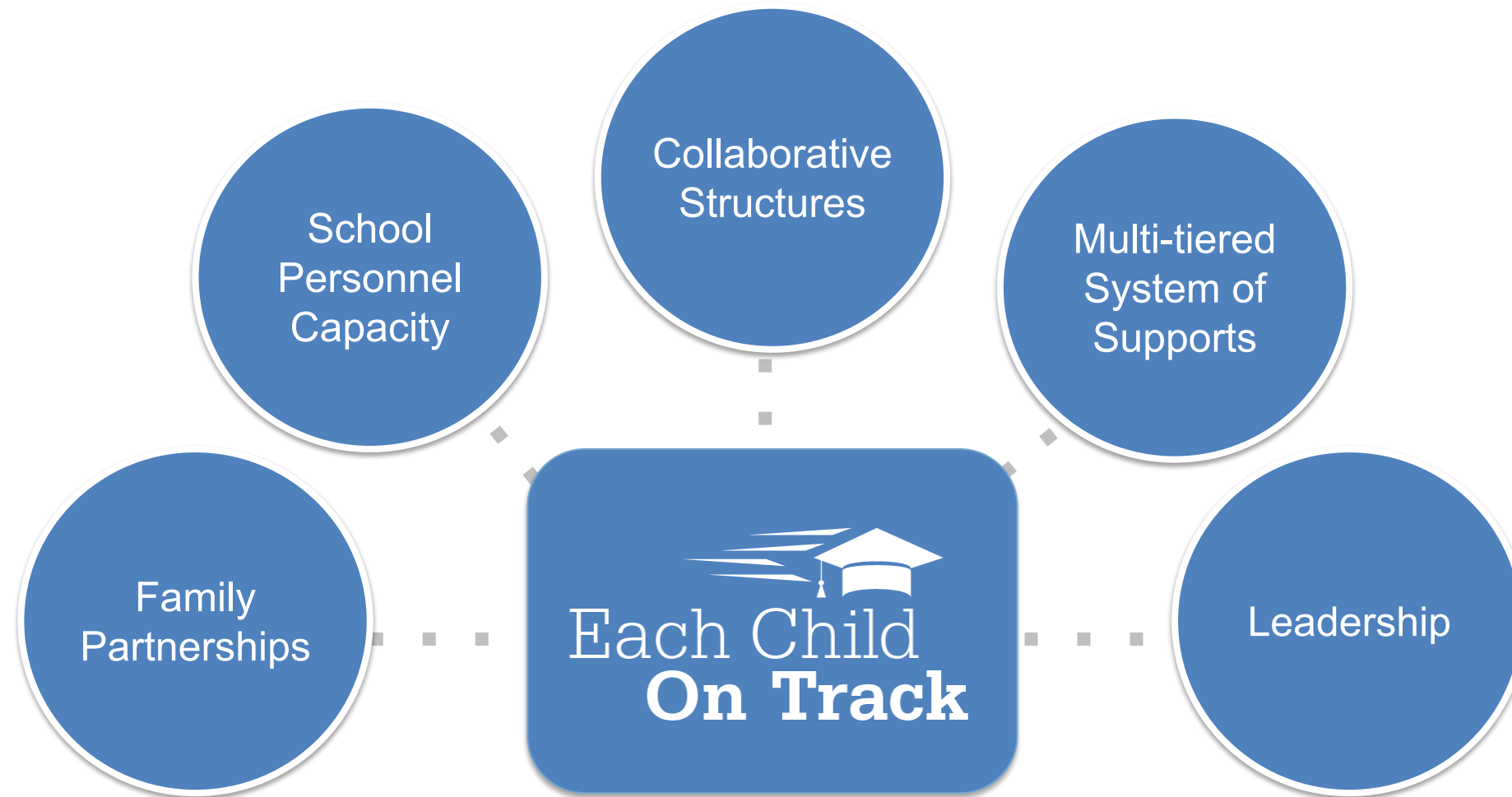
Ohio's Plan



Each Child
On Track



Ohio's State Systemic Improvement Plan



Outcomes and Impact

More students with disabilities will graduate with a regular diploma

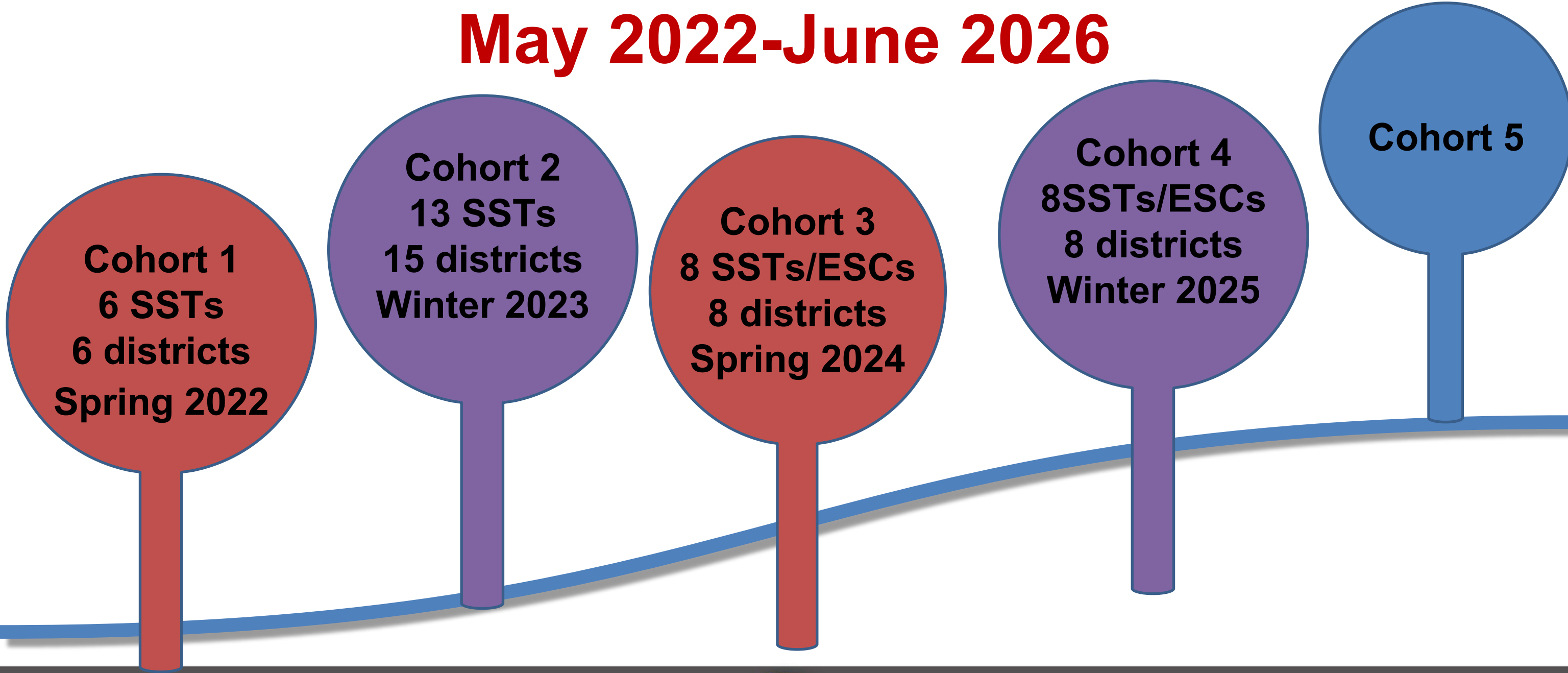
Fewer students with a disability will drop out of school.

More students with a disability will be engaged in competitive integrated employment, education or a meaningful, self-sustaining vocation.

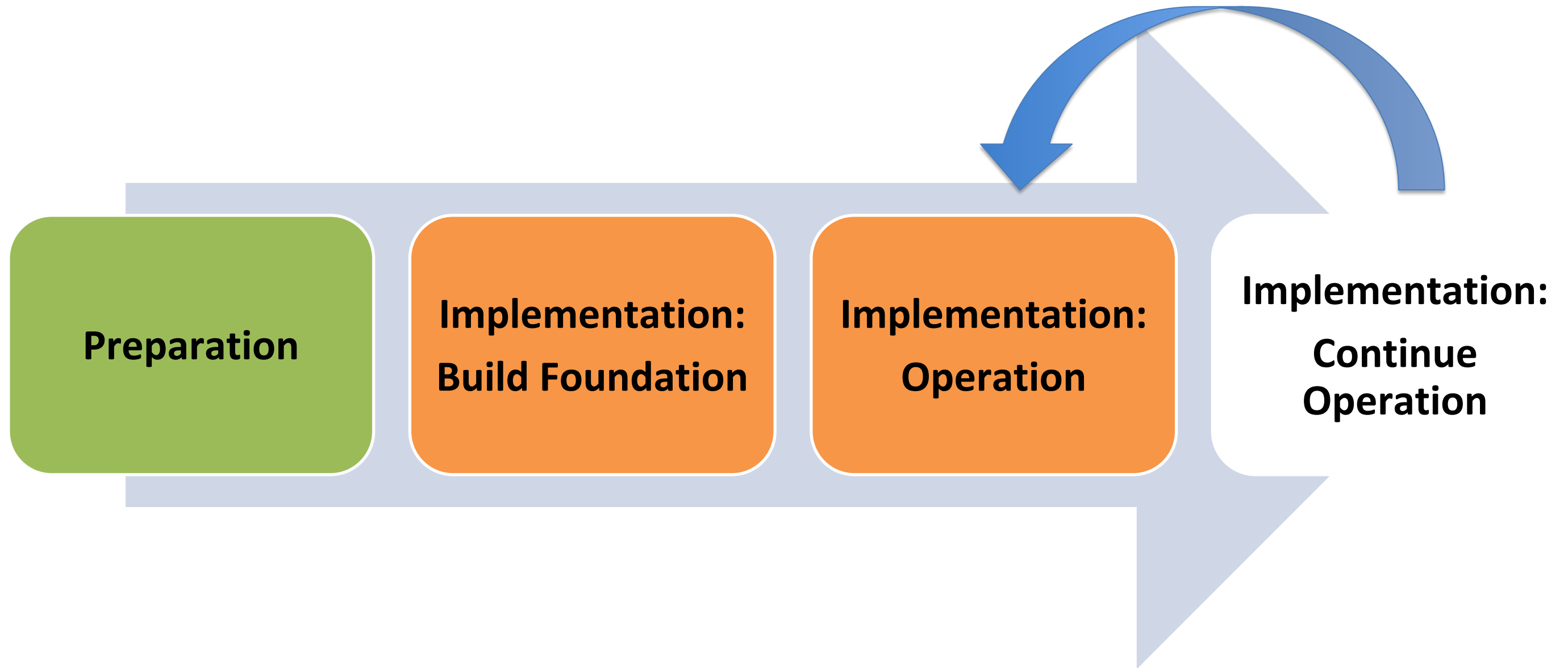


Each Child On Track Timeline

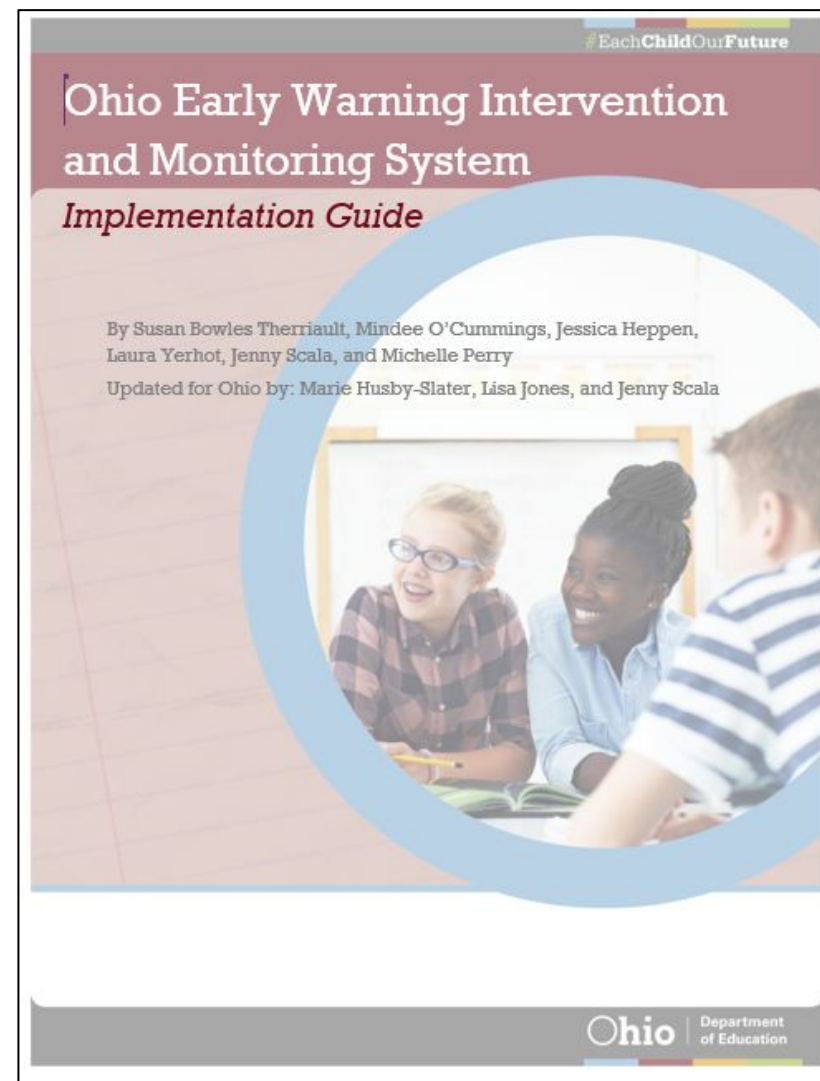
May 2022-June 2026



Each Child On Track Activities



Ohio Early Warning Intervention and Monitoring System Implementation Guide



Expectation and Implementation Rubric

Each Child On Track Expectation and Implementation

Purpose and Use

This Rubric will serve as a tool to document the school district's completion of the level of implementation for each completed expectation in the Each Child On Track project. This information can be used within a continuous improvement process to determine the level 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" column provides an aspirational goal for the team implementation matches the project expectations (also summarized in the "in-progress" expectation column) while "quality" provides an aspirational goal for the team.**

The State Support Team and the district leadership team will collaboratively review the implementation of Each Child On Track project activities and rate the level of implementation (Needs Improvement, In-Progress, or Quality) using this rubric at the end of each grading period. The rating and a justification for the rating will be compiled on the Scoring Sheet at the end of the rubric per activity by the corresponding content area representative. The State Support Team will then discuss rubric ratings with the Department Design and Implementation Team to determine appropriate next steps for the district.

#EachChildOurFuture

Each Child On Track

Expectation and Implementation Rubric Scoring Sheet

Using the Rubric Scoring Sheet, please list the level that best matches the status of expectation implementation in the *Each Child On Track Expectation and Implementation Rubric* for the corresponding grading period. The State Support Team member who represents the content area of the activity will write a justification for the chosen level.

School District _____ School Year _____

Status (N = Needs Improvement, IP = In-Progress, Q = Quality)

Each Child On Track Expectation	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Comments and Justification	Completed by
1a. School District Each Child On Track Team Meeting Participants						
1b. School District Each Child On Track Meeting Schedule						
1c. School District Each Child On Track Communication						
2. Early Warning System Tool						
3a. One Needs Assessment – use of early warning data						
3b. One Needs Assessment – use of						

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Ohio Department of Education




Predictors of Post School Success

Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	Promising	Promising	
• Career Technical Education (was Vocational Education)	Research-based	Evidence-based	
• Community Experiences			
• Exit Exam Requirements/High School Diploma Status			
• Goal-Setting			
• Inclusion in General Education			
• Interagency Collaboration			
• Occupational Courses			
• Paid Employment/Work Experiences			
• Parent Expectations			
• Parental Involvement			
• Program of Study			
• Psychological Empowerment			
• Self-Advocacy/Self-Determination			
• Self-Care/Independent Living			
• Self-Realization (new)			
• Social Skills			
• Student Support			
• Technology Skills (new)			
• Transition Program			
• Travel Skills			
• Work Study			
• Youth Autonomy/Decision-Making			

**Predictor Implementation
School/ District Self-Assessment**

National Technical Assistance Center on Transition: the Collaborative
www.transitionta.org



August 2021 

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National Secondary Transition Technical Assistance Center (2013)
National Post-school Outcomes Center (2013)

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Access & Equity Must Haves

- Clear message: Students with disabilities are general education students first
- Collaborative and comprehensive state, regional, district, building, and teacher teams
- Activities based upon Predictors of Post-School Success for Students with Disabilities

Questions and Comments



Each Child
On Track

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THANK YOU!

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