Access and Equity for Students with Disabilities

Amy Szymanski
May 10, 2023
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

16.3% Drop Out Rate

Ohio’s Target

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

2,364 students
Ohio’s Plan

Each Child On Track

Scan me!
Ohio’s State Systemic Improvement Plan

- School Personnel Capacity
- Collaborative Structures
- Multi-tiered System of Supports
- Family Partnerships
- Leadership

Each Child On Track
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

- Cohort 1
  6 SSTs
  6 districts
  Spring 2022

- Cohort 2
  13 SSTs
  15 districts
  Winter 2023

- Cohort 3
  8 SSTs/ESCs
  8 districts
  Spring 2024

- Cohort 4
  8 SSTs/ESCs
  8 districts
  Winter 2025

- Cohort 5
Each Child On Track Activities

Preparation

Implementation: Build Foundation

Implementation: Operation

Implementation: Continue Operation
Ohio Early Warning Intervention and Monitoring System Implementation Guide
Expectation and Implementation Rubric

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)

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<thead>
<tr>
<th>Each Child On Track Expectation</th>
<th>Grading Period 1</th>
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<th>Comments and Justification</th>
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Predictors of Post School Success

- Career Awareness – pg. 9
- Career-Technical Education pg. 9
- Occupational Courses – pg. 9
- Paid Employment/Work Experiences – pg. 10
- Interagency Collaboration – pg. 11
- Work Study - pg. 12
- Parent Expectations - pg. 15
- Exit Exam Requirements/High School Diploma Status – pg. 19
- Program of Study – pg. 20

www.transitionta.org
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

EachChildOnTrack@education.ohio.gov
THANK YOU!

Amy Szymanski
Secondary Transition and Workforce Development Consultant
State Support Team Region 1/Ohio Department of Education
amy.szymanski@education.ohio.gov