



Ohio Special
Education
Profile

2015



March 2015



Mission

The mission of the Ohio Coalition for the Education of Children with Disabilities is to endorse and promote efforts to provide appropriate quality education for children and youth with disabilities. We do so in the belief that all children have a right to a meaningful and relevant education. This belief affirms the dignity of each child or youth with disabilities, whose needs are unique and whose needs must be met equally and appropriately.

OCECD is dedicated to ensuring that every child with disabilities is provided a free, appropriate public education. We will continually strive to improve the quality of our services for all children and youth with disabilities in Ohio.

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Dear Ohio Special Education Stakeholders,

Welcome to the Ohio Coalition for the Education of Children with Disabilities' (OCECD) *2015 Ohio Special Education Profile*.

This report provides a brief, but substantive, profile of special need students in Ohio, including their academic performance and graduation trends and an overview of special education funding and related policy issues. The report's central message is that investments in students with special educational needs produce substantial results for the students, their families and the broader society. These investments empower students to help themselves to advance educationally and vocationally and, in the vast majority of cases, to become self-sufficient citizens.

In the 2013-2014 school year, students with disabilities accounted for 14.77% or 249,468 of the 1.7 million public school students in the state of Ohio. This means that roughly 1 in every 7 students has a documented disability requiring intervention and related support services to ensure they receive a free and appropriate public education in the least restrictive environment as required under federal and state laws. Implementation of these requirements includes the creation of Individual Education Plans, which by federal and state law must be fully funded.

As a state-level parent and professional organization, OCECD is deeply committed to working with the Ohio legislature, the Office of the Governor, and state agencies, as well as local school districts, on special education policy and program issues.

OCECD will continue to work hard to ensure that all Ohio children with special needs receive a free and appropriate public education in an environment that enables them to reach their highest potential. OCECD will also work to improve program effectiveness to get the best educational outcomes for students and thereby get the best return for Ohio's investment in special education.

Together, we can continue to make a major difference for every student with disabilities.

Sincerely,

Executive Director

2015 Ohio Special Education Profile



This briefing document provides a clear profile of the complex story of special education in Ohio. It is designed to serve as an informational resource for policy makers, parents, professionals and the broader statewide community.

What is the Ohio Coalition for the Education of Children with Disabilities?

Established in 1972, The Ohio Coalition for the Education of Children with Disabilities (OCECD) is a statewide, nonprofit organization headquartered in Marion, Ohio. Composed of over 40 parent and professional organizations, it provides special education related training, education, and public policy support services for parents, professionals and other special education stakeholders, including the general public and its elected officials. The Coalition's focus includes all children with disabilities birth through age 26.

What Is Special Education?

Special education is governed by federal law and corresponding state laws. Under the federal Individuals with Disabilities Education Act (IDEA), special education is defined as:

Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability.

Based on evaluation driven Individualized Education Plans (IEPs), special education provides necessary supplemental education and related support services, such as occupational and physical therapy, for every student with special educational needs. IEPs thus serve as the foundation, both educationally and legally, for special education services.

What is the Ohio Special Education Student Profile?

Ohio's nearly 250,000 public school students with disabilities represent about 1 in 7 of the entire 1.7 million public school student population. As such, special education funding and policy issues are an integral part of the education policy picture in Ohio. From a national perspective, Ohio ranks 15th (2012-2013) in terms of the percentage of students with IEPs.

There are six clusters of disabilities (funding weights) under Ohio law. The majority of students represented in these weights are of normal intelligence as measured by standardized assessments, and graduate from high school with their "typical" regular education peers. Many students with disabilities advance to post secondary education, though the need for additional progress on this front is significant.

Federal Special Education Laws: Why Do They Matter?

In the U.S., the central special education governing law is the Individuals with Disabilities Education Act (IDEA). Special education programs in the United States were made mandatory in 1975 when the United States Congress passed the Education for All Handicapped Children Act (EHA) in response to discriminatory treatment by public educational agencies against students with disabilities.

The EHA was later modified to strengthen protections to people with disabilities and renamed the Individuals with Disabilities Education Act (IDEA). It requires states to provide special education consistent with federal standards as a condition of receiving federal funds.

Under IDEA, students with disabilities are entitled to receive special educational services through their local school district from age 3 through age 21.

All students with special needs are assessed and then receive an IEP that outlines how the school will meet the student's individual educational needs. IDEA requires that IEPs are *fully* funded and that students with special needs be provided with a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) that is appropriate to the student's needs.

State Special Education Laws: Why Do They Matter?

Chapter 3323 of the Ohio Revised Code is the chapter of state statute that defines and governs the provision of services to students with disabilities in Ohio and mirrors the requirements put forth under IDEA.

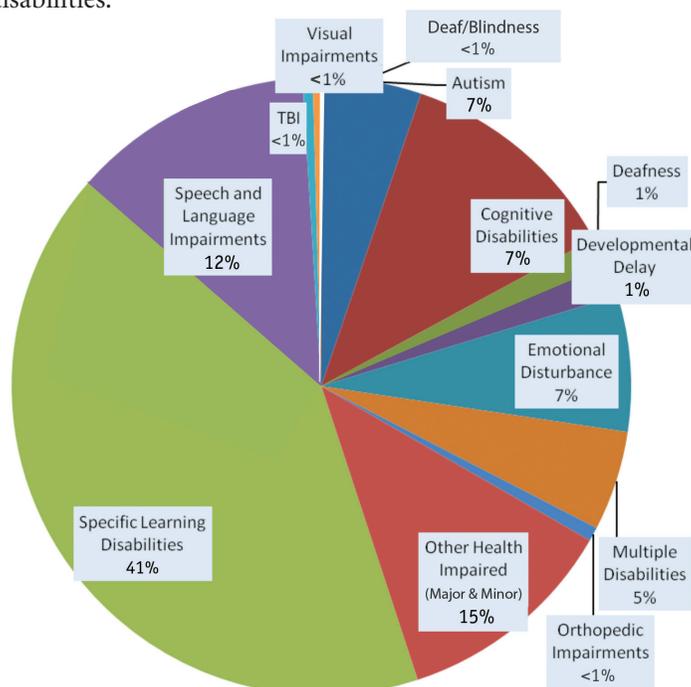
Under Ohio law, a "child with a disability" means a child who is at least three years of age and less than twenty-two years of age; who has an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance, an orthopedic impairment, autism, a traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities; and who, by reason thereof, needs special education and related services.

A "child with a disability" also may include a child who is at least three years of age and less than six years of age who is experiencing developmental delays, as defined by standards adopted by the State Board of Education and as measured by appropriate diagnostic instruments and procedures in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and who, by reason thereof, needs special education and related services.

IDEA requires each State to provide the following:

- **Full Educational Opportunity Goal** - The State must have on record with the U.S. Secretary of Education detailed policies and procedures to provide a full educational opportunity to all children with disabilities, from birth through 21 years of age.
- **Child Find** - The State must have in effect policies and procedures to ensure that all children with disabilities, including children attending private schools, who are in need of special education and related services, are identified, located, and evaluated.

**13 Disability Categories in Ohio
2013-2014**



Source: Ohio Department of Education

- **Least Restrictive Environment** - States shall have policies and procedures to ensure that each public agency, to the maximum extent appropriate, educates children with disabilities, including children in public or private institutions or other care facilities, with children who are nondisabled in the regular education environment.
- **Continuum of Alternative Placements** - Each public agency shall ensure a continuum of alternative placements to meet the needs of children with disabilities for special education and related services, including alternative placements such as instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. Supplementary services provided in conjunction with regular class placement must also be available to children with disabilities.

Additionally, IDEA requires that states use state funds to support special education and related services for children and families with children with disabilities as a part of qualifying for annual federal funds under Part B of IDEA. This level of state support must, at a minimum, remain constant year to year. This is known as Maintenance of Effort (MOE).

IDEA provides that states must not reduce their level of state financial support for special education and related services for children with disabilities below the amount of that support from the preceding fiscal year. If a state fails to meet the requirement, the U.S. Secretary of Education will reduce the allocation of funds to the state for any fiscal year following the fiscal year in which the state failed to meet MOE.

Under limited circumstances, the Secretary is provided waiver authority (for one fiscal year at a time) for what are deemed to be exceptional or uncontrollable circumstances. However, if the department grants a waiver of MOE, the amount of financial support required of the state in future years is the same amount that would have been required in the absence of the waiver.

Special Education Funding in Ohio: How Does It Work?

Since 1913, Ohio school districts have had the responsibility of operating special education programs. Starting in 1945, Ohio's system of funding special education was based on instructional unit funding. Ohio's unit funding based system, which focused primarily on funding a classroom teacher and related instructional expenses, remained unchanged for over 50 years.

In 1996, Ohio changed its separate special education unit funding model to a more integrated approach that provided students with special education needs the same (local wealth equalized) per pupil state foundation funding as regular education students received; however, students with special needs were then provided a system of three weights, or multipliers, of the per pupil funding that provided additional, supplemental funding based on the severity of disability. In 2001, these weights were updated to a six weight, cost-based system that gained favorable national recognition. Unfortunately, this cost-based system was never fully funded. As of 2009, a 2006 based version of the weights was funded at 90 percent of their value.

Though essentially over-ridden by statewide school funding guarantees between FY 2009 and FY 2013, the state of Ohio continues to use a de facto six weight system for funding special education. The



state budget for 2014-2015 converted special education “weighted amounts” from multipliers to dollar amounts because the state eliminated the per pupil foundation amount thus eliminating the ability to use the weights as multipliers. Nevertheless, the dollar amounts equate to the same funding levels that would have been produced under the previous cost-based weighted system. The state also applied a state share index to the weighted amounts. This policy shift, which was designed to rebalance state/local special education shares and not increase overall state/local special education funding, required an increase in state special education funding of over 32% in FY 2014. This is true even though special education weights were still funded at 90%.

In FY 2014, in addition to general state school aid received by all students, the state funded special education weighted funding was \$712.5 million. In FY 2013, the weighted formula was funded at approximately \$569 million. In addition, the state provides funding for special education preschool and special education enhancements.

What is *Doe v. State of Ohio* and What Is Its Impact on Special Education in Ohio?

Doe v. State of Ohio is a class action lawsuit that was filed in federal court in 1993 as part of another lawsuit about funding and providing education in the State of Ohio. Disability Rights Ohio (formerly Ohio Legal Rights Service) became involved in the lawsuit on behalf of over 270,000 preschool and school age students with disabilities in Ohio. The lawsuit is against the State of Ohio (defendant), which includes those offices responsible for special education funding in Ohio’s public schools: the Governor, General Assembly, State Superintendent, Ohio State Board of Education, and Ohio Department of Education. The case is scheduled for trial in 2016 before Judge Watson in the U.S. District Court for the Southern District of Ohio.



Plaintiffs claim that Ohio’s system for funding special education in Ohio is denying children their federally mandated right to a free and appropriate public education (FAPE). Plaintiffs allege that because of inadequate funding financially strapped school districts make decisions about the provision of services to students based on available resources instead of the individualized needs of the student. The goal of this lawsuit is to ensure that all Ohio public schools have sufficient resources to provide students with disabilities appropriate special education and related services.

To understand the problems with the funding, it’s important to go back to a 2000 study by the Ohio Coalition for the Education of Children with Disabilities, which recommended a weighted funding system. Children would be placed into one of six categories, with more funding being awarded to support the education of children with more severe disabilities. The state legislature chose to adopt the recommendation, funding the program at 80% initially, with plans to ramp up to 100% over time. Funding has been stalled at 90% for many years.

If plaintiffs prevail, the court could order the state to remedy its failure to comply with the federal requirement to provide a FAPE by ensuring adequate funding for special education in all school districts and for all students.

Special Education Student Enrollment: What Is The Bottom Line?

While the U.S. school age population grew through the 1990s, the number of students with disabilities grew almost three times faster than the overall student population. The reasons for this population increase are debatable, but include better assessment and outreach efforts. Not surprisingly, a disproportionate increase of students identified with disabilities has been a significant factor in the increasing demand for special education teachers.

In the 2012-2013 school year, Ohio's students with disabilities accounted for 14.7% or 250,664 of the student population. The largest percentage increases were seen in preschool special education, autism and students with other health handicapping conditions. The special education student enrollment table outlines this trend data in greater detail.

What Academic Progress are Students with Disabilities Making?

The most current state assessment of special education progress is measured using a value added assessment of educational progress over the course of an academic year relative to where a student started the school year. The chart below, School District Performance, spells out 2012-2013 value added progress for students with disabilities at the school district level using an A-F grading scale.

The price is sometimes very high when students fail in school and the connection between juvenile justice and special education in Ohio is both sobering and substantial. Over 44% of youth incarcerated in the Ohio Department of Youth Services (DYS) correctional system are designated as being in need of special education and related services, compared to the statewide average of approximately 1 in 7 students (14%) identified as disabled. There are three times as many special education students in DHS facilities as there are in the general school population. 49.7% of incarcerated special needs students are identified as emotionally disturbed and 24.3% are identified as Specific Learning Disabled.

Special Education Student Enrollment Table

	2012-2013	2013-2014
No Disability	1,455,475	1,442,751
Multiple Disabilities (other than Deaf/Blind)	12,969	12,761
Deaf/Blind	42	46
Deafness (Hearing Impairment)	2,200	2,063
Visual Impairments	1,063	1,040
Speech and Language Impairments	30,011	29,347
Orthopedic Impairments	1,647	1,572
Emotional Disturbance (SBH)	17,061	16,931
Cognitive Disabilities	23,871	22,566
Specific Learning Disabilities	103,501	102,590
Autism	16,836	17,698
Tramatic Brian Injury (TBI)	1,619	1,501
Other Health Impaired – Major	622	613
Other Health Impaired – Minor	35,605	37,431
Developmental Delay	3,622	3,309
TOTAL STUDENTS		
W/DISABILITIES	250,669	249,468
TOTAL STUDENTS	1,706,144	1,688,910
% OF TOTAL POP.	14.69%	14.77%

Source: Ohio Department of Education

Children with Disabilities Birth through Age 5

According to the Ohio Department of Education's Office of Early Learning and School Readiness, 22,933 preschool aged children in Ohio receive special

School District Performance

Measure	A	B	C	D	F
Value Added: Students with Disabilities	97 districts	105 districts	255 districts	59 districts	79 districts

Source: Ohio Department of Education, 2012-2013 State Report Card

Ohio Graduation Rate Table

School Year	Disabled Flag	4-year Graduate Count	4-year Non-Graduate Count	4-year Graduate Rate
2013-2014 School Year	Typical	99,369	18,742	84.1%
	SWD	14,158	6,537	68.4%

Source: Ohio Department of Education

education services. This includes 9,529 children with speech and language impairments, 8,706 children with developmental delays, and 1,661 children with autism.

What Are Ohio's Special Education Student Graduation Trends?

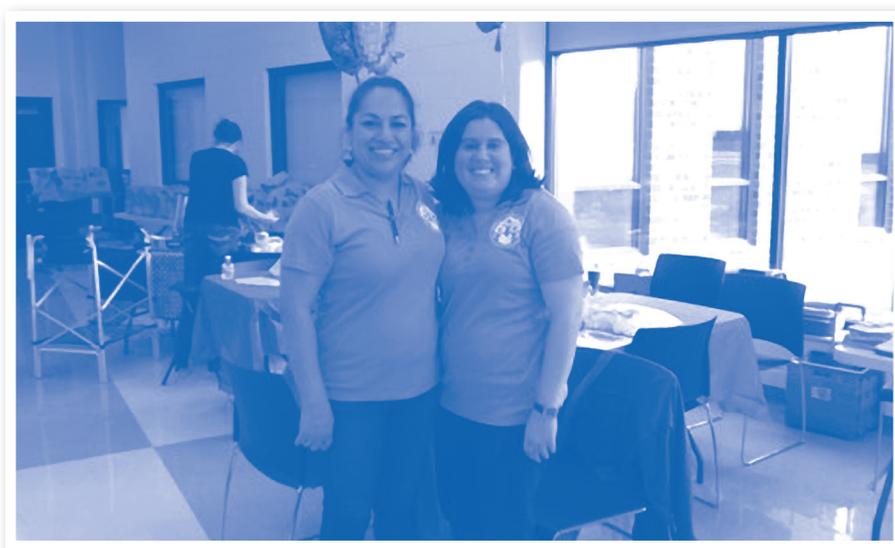
Over the past decade, special education graduation rates have increased steadily. Meanwhile, the general education graduation rates remained relatively stable before decreasing each of the past three years. As a result, the gap between general education and special education graduation rates has narrowed, though the reasons for this change are obviously not all positive.

Special Education Student Placement Options in Ohio

There are many educational placement options for students with disabilities in Ohio. Because of enrollment caps and program capacity limitations, not all options, particularly scholarship or voucher programs, are available to all students and should therefore be evaluated on a case-by-case basis.

1. **Traditional Public School.** There are 614 city, exempted village and local school districts in Ohio. Ohio's traditional public school districts serve nearly 1.7 million students. Under Ohio and federal law, a traditional public school district (the district where the student resides) is required to provide services, including supplementary services, to any student with disabilities who is at least three years of age and less than twenty-two years of age.
2. **Career-Technical Education (CTE) or Joint Vocational School Districts (JVSD).** CTEs or JVSDs provide occupational education in high schools. All traditional public schools must provide access to occupational education programs either in their own schools, through CTEs or JVSDs, or by contracting through another school district. Federal IDEA requirements apply to CTEs and JVSDs, and they must also comply with all criteria for workforce development programs. There are currently 126,000 high school students enrolled in the state's 49 CTE or JVSD programs.
3. **County Boards of Developmental Disabilities.** Ohio has 88 County Boards of Developmental Disabilities – one in each county. While these boards provide early childhood and adult services, most do not provide school-aged services (kindergarten-12th grade). Those that do generally limit services to students with low incidence disabilities. County Boards of DD serve approximately 2,700 school-aged students.
4. **Home Instruction.** Under Ohio law, the board of education of a school district must provide home instruction for children with disabilities who are at least three years of age and less than twenty-two years of age and who are unable to attend school, even with the help of special transportation. The board may arrange for the provision of home instruction for a child by a cooperative agreement or contract with a County Board of DD or other educational agency. Over 2,800 students are served through home instruction.
5. **Chartered Non-Public School.** A Chartered Non-Public school is a private school that holds a valid charter issued by the State Board of Education and maintains compliance with the Operating Standards for Ohio's Schools. These schools are not supported by local or state tax dollars and require the family to pay tuition. Chartered Non-Public schools receive limited state funds to pay for specific limited purposes including transportation services for students. There are 757 chartered, non-public schools in Ohio serving over 181,000 students of which 6,309 are students with disabilities.
6. **Community Schools (Also known as "Charter" schools).** Community, or charter, schools are public nonprofit, nonsectarian schools that operate independently of any school district under contract with an authorized sponsoring entity. Community or charter schools can be both "brick and mortar" schools as well as e-schools that deliver educational programming exclusively through online instruction. The 2004 amendments to IDEA continued to affirm that students who attend charter schools are covered under this law. Community or charter schools that are their own EAs are specifically included in eligibility to access the resources of an LEA risk pool for high need children with disabilities if the state establishes such a fund. There are 354 community or charter schools in Ohio serving over 117,000 students. Of the students enrolled, over 16,000 are students with disabilities.

7. **Cleveland Scholarship.** The Scholarship and Tutoring Program (K-12) in the Cleveland Municipal School Districts uses a lottery selection process that gives preference to low-income families. Student transportation may be available through the Cleveland Municipal School District (CMSD). CMSD is solely responsible for arrangements and establishing eligibility requirements for transportation. The Cleveland Scholarship program currently has 36 participating schools and serves over 6,300 students.
8. **EdChoice Scholarship Program.** The Educational Choice Scholarship (EdChoice) pilot program was created to provide students from underperforming public schools the opportunity to attend participating chartered, non-public private schools. The program provides up to 60,000 EdChoice scholarships to eligible students and are provided on a first-come first-serve basis. In 2014 there were about 17,000 scholarship students in 39 school districts.
9. **Autism Scholarship Program.** The Autism Scholarship Program (ASP) gives the parents of children with autism who qualify for a scholarship the choice to send the child to a special education program other than the one operated by the school district of residence to receive their education and the services outlined in the child's individualized education program (IEP). The student must have a current IEP from the district of residence that is finalized and all parties, including the parent, must be in agreement with IEP. In 2014 approximately 2,600 students from 401 school districts participated in the Autism Scholarship Program.
10. **Jon Peterson Special Needs Scholarship.** Jon Peterson Special Needs Scholarship may be used to pay for private school tuition and additional services at private therapists and other service providers. In addition, this scholarship can be used at public providers (i.e., school districts) if the district chooses to accept the scholarship students. The number of scholarships available is capped at 5% of the students with special needs in the state. Ohio has approximately 250,000 students with individualized education plans, which means about 12,500 scholarships are available. The amount of each scholarship is based on the disability identified on the student's IEP and does not exceed \$20,000. In 2014, nearly 2,100 students in 320 districts received scholarships. Currently, 264 providers are registered to participate.
11. **Home Education.** Home education is education provided primarily by or under the direction of a child's parents. There is no state financial assistance for families who choose this option. Home education students do not receive a diploma recognized by the State Board of Education. When pursuing employment or advanced education, home education students may need to complete the GED to show equivalence to a state recognized high school diploma.



Ohio's Seclusion and Restraint Policy

In 2012, Ohio's State Board of Education approved a new policy limiting the use of seclusion and restraint interventions and implementing Positive Behavior Intervention and Supports (PBIS) in Ohio's public schools.

The rule establishes standards of restraint and seclusion practices for use in public schools, which provides that the State Board of Education may formulate and prescribe additional minimum operating standards for school districts including standards for the use of PBIS throughout districts to ensure a safe and secure learning environment for all students.

Special Education Teachers and Related Services Personnel: Does Ohio Have A Shortage of Qualified Personnel?

Of the nation's school districts, 98% report special education teacher shortages, and special education is the area with the greatest teacher shortage in the 200 largest U. S. cities. According to a 2000 American Association for Employment in Education (AAEE) report, five areas of special education (emotional/behavioral disorder, multi-categorical disability, severe/profound disability, learning disability, mild/moderate disability) rank as the teaching fields with the greatest national shortages. All other areas of special education rank in the top 15 shortage areas nationally, including intellectual disability, visually impaired, hearing impaired, dual certificate in special education and general education, and early childhood special education. According to USDOE data, throughout the 1990s, more than 30,000 special education positions in the U. S. annually were filled by uncertified personnel. In 2000-2001, 11.4% of all teachers in special education positions lacked appropriate special education certification. This was a 23% increase in uncertified teachers from 1999-2000 – the largest ever reported by USDOE. Projections show the situation worsening.

Since 2010, and as recently as 2014-2015, the U.S. Department of Education has indicated that a teacher shortage area for Ohio is special education. A 2012 study by the Ohio Research Center, a collaborative of Ohio based universities and research institutions, found the supply of teachers more than meets the demand in the state, but these numbers mask a problem of not having enough teachers for specific regions, grade levels and in specific fields; special education, in particular, is an area of growing need. According to the Ohio Department of Education Job Board, in 2012, the state of Ohio had the most need for intervention specialists, which refers mainly to special education teachers (641 posted job openings or 16.9 percent of the openings). Of the types of education majors chosen by 2011 Ohio graduates, special education was the fourth highest choice (1,323 graduates or 10.9% of all graduates).

As for "related services," they are supportive services that are required to assist a child with disabilities benefit from special education. In Ohio, these services are defined in Ohio Administrative Code (OAC) section 3301-51-01(B)(52). Under Ohio law, "related services" means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training. As with special education teachers, many of the professionals needed to provide related services are in short supply. Speech-language pathologists are a leading example of this market supply problem.

Special Education Teacher Shortage Variability: What Is The Story?

Teacher Case Loads. Teacher caseloads, which have a significant effect on the demand for teachers and the quality of services delivered to students with disabilities, vary dramatically across the U.S. Although several initiatives aim at reducing general education class sizes, some data (which must be interpreted with caution) suggest that special education caseloads may have increased to nearly the 18:1 ratios of primary

general education classrooms in many states. In Ohio, teacher caseload ratios are outlined in the Ohio Administrative Code and have the same authority as law.

These caseload ratios also are reflected in the special education weights embedded in the state’s special education funding formula.

These ratios are as follows:

- 24:1 Cognitive Disabilities, Specific Learning Disabilities and Cross-Categorical (High School)
- 16:1 Cognitive Disabilities, Specific Learning Disabilities and Cross-Categorical (Elementary and Middle School)
- 12:1 Emotional Disturbances
- 10:1 Hearing Impairments, Visual Impairments, Orthopedic Impairments and/or Other Health Impairments
- 8:1 Multiple Disabilities
- 6:1 Autism, Deaf-Blindness, Traumatic Brain Injury

Teacher Attrition. The departure of special educators from the teaching profession (exit attrition) is a major contributing factor to teacher demand. Because of a revolving door where teachers leave for reasons other than retirement, the number of teachers leaving annually exceeds the number of new teachers recruited. Special education teachers are more likely than their regular education peers to either leave the profession or to migrate to another position. In several studies, attrition rates in general education were about one half the attrition rate in special education. The chart below illustrates the general teacher employment retention challenge in the state of Ohio based on the most recently available data (2005) analysis.

Percentage of Teachers Employed in a Base Year Still Employed After One to Five Years

Base Year	1998	1999	2000	2001	2002	2003	2004
After 1 year	93%	93%	92%	93%	93%	88%	91%
After 2 years	88%	87%	88%	88%	84%	83%	
After 3 years	82%	82%	83%	81%	79%		
After 4 years	78%	78%	77%	76%			
After 5 years	74%	73%	72%				

What Are the State Trends in the Supply of Special Education Teachers?

Almost all 30,000 special education teaching positions in Ohio public schools are filled by the beginning of each school year. Yet uncertified teachers fill too many positions, which is a reality that is tied to workforce shortages and teacher preparation issues. In 2005, 17 percent of these vacancies were in special education.

How are Regional Education Support Services Provided?

Ohio’s state funded regional education support system includes State Support Teams (SSTs) that use a set of tools to improve instructional practice and student performance on a continuing basis for all school districts. These SSTs were established by the Ohio Department of Education in response to Am. Sub. H.B. 115, which created the Educational Regional Service System. Each SST is housed within one of 16 Educational Service Centers (ESCs). SSTs replaced the former Special Education Regional Resource Centers (SERRCs).

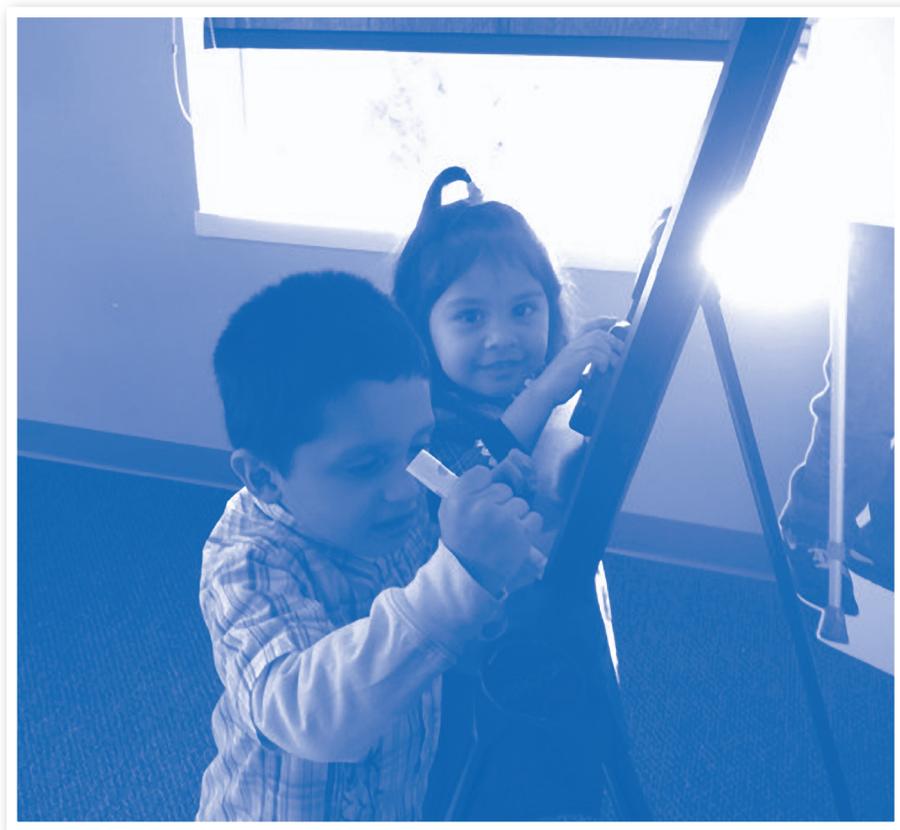
SSTs provide services and assistance to school districts, educational service centers, community schools, early childhood centers, County Boards of Developmental Disabilities and families in several areas, including:

- School Improvement
- Special Education Compliance
- Early Learning and School Readiness

The mission of the State Support Team is to:

- Help school districts build their capacity to plan and implement school improvement processes that close achievement gaps in reading, math and sub-group performance, including special education.
- Improve the achievement of children and youth with disabilities and children at risk of being identified as disabled by assisting educators and families in the development and delivery of specially designed instruction aligned with Ohio’s academic content standards.
- Assist districts and agencies in complying with federal and state laws and regulations to ensure the full participation of children and youth with disabilities in the school community.

SSTs work through the Ohio Department of Education’s Offices for Exceptional Children; Early Learning and School Readiness and the Center for School Improvement by providing technical assistance and professional development.







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