

Special Education Indicator Targets

2020-2021 through 2025-2026



**OFFICE FOR EXCEPTIONAL CHILDREN & OFFICE OF EARLY LEARNING
AND SCHOOL READINESS**

Table of Contents

Special Education Indicator Target Setting Process.....	1
Exiting.....	2
Indicator 1: Graduation	5
Indicator 2: Dropout	6
Indicator 14: Postsecondary Outcomes.....	7
Math and Reading Assessment Participation and Proficiency Rates	9
Indicator 3: Math and Reading Assessment Participation and Proficiency	9
Discipline and School-age Environments.....	17
Indicator 4a: Discipline Discrepancy	17
Indicator 5: School-age Least Restrictive Environments	18
Preschool Environments and Outcomes.....	18
Indicator 6: Preschool Least Restrictive Environments.....	19
Indicator 7: Preschool Outcomes	19
Family Involvement.....	23
Indicator 8: Family Involvement.....	23
Dispute Resolution.....	24
Indicator 15: Resolution Sessions	24
Indicator 16: Mediation Agreements.....	24

Special Education Indicator Target Setting Process

What is special education indicator target setting?

The new Individuals with Disabilities Education Act (IDEA) Annual Performance Report package requires states to [set targets across indicators](#) for the 2020-2021 through 2025-2026 school years. Ohio's performance on each special education indicator is compared to the targets for annual federal reporting. Additionally, states must publicly report the performance of each district in the state in comparison to the targets.

- Targets must be rigorous, yet attainable.
- Targets must reflect broad stakeholder input.
- Targets for the final year (2025-2026) must reflect improvement over the state's baseline data.

What was the timeline for this process?

- States were required to report targets to the U.S. Department of Education as part of the IDEA Annual Performance Report due February 1, 2022.
- From August-December 2021, the Department conducted an extensive stakeholder input process to set new targets. This included a public comment period, social media outreach, meetings with many of Ohio's current stakeholder groups, and a new stakeholder group to review input from all sources and recommend final targets.

What did the Department request from stakeholders for public comment?

The Department requested public comment on the proposed target options for each indicator listed later in this document. The Department received more than 430 public comments across indicators, as well as additional input through a wide range of stakeholder group meetings. Stakeholders were asked to review fact sheets for each indicator and comment on which target option they preferred and why. Commenters were also invited to be part of the virtual stakeholder group to review all input and finalize targets across indicators.

What stakeholder groups did the Department meet with to get input?

The Department presented and discussed target options with various stakeholder groups, including Buckeye Association of School Administrators, Deaf Education Network, Disability Rights Ohio, Disparities and Cultural Competence Advisory Committee, Early Childhood State Leadership Team, Guiding Coalition, Ohio Association of Pupil Services Administrators, Ohio Center for Deaf-Blind Education, Ohio Center for Deaf-Blind Education Advisory Board, Ohio Department of Education staff, Ohio School Boards Association, Professionals Serving Students with Visual Impairments, State Advisory Panel for Exceptional Children, State Support Team Directors, State Support Team/Office for Exceptional Children Workgroup, and attorneys from parent advocacy groups. The Department also held two meetings with the Family Collaborative, including the Ohio Center for Autism and Low Incidence Family and Community Outreach Center, the Outreach Center for Deaf-Blindness, Ohio Statewide Family Engagement Center Advisory Council, the Parent Training and Information Center at the Ohio Coalition for the Education of Children with Disabilities, Department of Developmental Disabilities Family Group, and Parent Mentors of Ohio.

How were final targets determined?

To determine final targets, the Department convened a virtual stakeholder group for a series of meetings in November-December 2021. The Office for Exceptional Children and Office of Early Learning and School Readiness invited stakeholders who expressed interest in participating via the public comment period as well as individuals who had recently participated in other special education stakeholder groups for the agency. Two-hundred one invitations were

sent, 128 (51%) to individuals who self-identified as parents, and 74 individuals participated in the virtual stakeholder meetings.

Participants were divided into indicator clusters based on their individual preferences. During these meetings, each cluster reviewed their fact sheets, indicator data, and themes from public comment, reviewed and came to consensus on one set of target options, and finalized their rationale. Each indicator cluster presented a summary of their fact sheet and discussion as well as final recommendations for target options to the full stakeholder group.

Final targets for each indicator are presented in this document by indicator cluster, as follows.

Exiting (Indicators 1, 2, & 14)

- Indicator 1 measures the percentage of youth with Individualized Education Programs (IEPs), ages 14-21, exiting special education due to graduating with a regular high school diploma. Six targets were set for indicator 1, one for each of the six school years from 2020-2021 through 2025-2026.
- Indicator 2 measures the percentage of youth with IEPs, ages 14-21, who exited special education due to dropping out. Six targets were set for indicator 2, one for each of the six school years from 2020-2021 through 2025-2026.
- Indicator 14 measures the percentage of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - (a) Enrolled in higher education within one year of leaving high school;
 - (b) Enrolled in higher education or competitively employed within one year of leaving high school; and
 - (c) Enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school.
- Eighteen targets were set for indicator 14, one for each of the four components ((a)-(c) above) for each of the six school years from 2020-2021 through 2025-2026.

State Assessments (Indicator 3)

- Indicator 3 measures participation and performance of children with IEPs on statewide assessments in the following areas:
 - (a) Participation rate for children with IEPs, calculated separately for reading and math, and grades 4, 8, and high school;
 - (b) Proficiency rate for children with IEPs against grade level academic achievement standards, calculated separately for reading and math, and grades 4, 8, and high school;
 - (c) Proficiency rate for children with IEPs against alternate academic achievement standards, calculated separately for reading and math, and grades 4, 8, and high school; and
 - (d) Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards, calculated separately for reading and math, and grades 4, 8, and high school.
- Calculations for indicator 3 are separated such that there are six calculations for each of the four components (a) through (d) above: (1) grade 4 reading, (2) grade 8 reading, (3) high school reading, (4) grade 4 math, (5), grade 8 math, and (6) high school math. One target was set for each of the six school years from 2020-2021 through 2025-2026 for each of the six calculations for each of the four components.

Discipline Discrepancies & School-age LRE (Indicators 4 & 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, one for each school year from 2020-2021 through 2025-2026.

- Indicator 5 measures the percentage of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served:
 - (a) Inside a regular class 80% or more of the day;
 - (b) Inside the regular class less than 40% of the day; and
 - (c) In separate schools, residential facilities, or homebound/hospital placements.
- Eighteen targets were set for indicator 5, one for each of the three components ((a)-(c) above) for each of the six school years from 2020-2021 through 2025-2026.

Preschool LRE & Outcomes (Indicators 6 & 7)

- Indicator 6 measures the percentage of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a:
 - (a) Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.
 - (b) Separate special education class, separate school, or residential facility.
 - (c) Receiving special education and related services in the home.
- Eighteen targets were set for indicator 6, one for each of the three components ((a)-(c) above) for each of the six school years from 2020-2021 through 2025-2026.
- Indicator 7 measures the percentage of preschool children aged 3 through 5 with IEPs who demonstrate improved:
 - (a) Positive social-emotional skill (including social relationships);
 - (1) The percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
 - (2) The percentage of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.
 - (b) Acquisition and use of knowledge and skills (including early language/communication and early literacy);
 - (1) The percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
 - (2) The percentage of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.
 - (c) Use of appropriate behaviors to meet their needs.
 - (1) The percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
 - (2) The percentage of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.
- Thirty-six targets were set for indicator 7, one for each of the six components ((a1)-(c2) above) for each of the six school years from 2020-2021 through 2025-2026.

Family Involvement (Indicator 8)

- 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, one for each of the six school years from 2020-2021 through 2025-2026.

Dispute Resolution (Indicators 15 & 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, one for each of the six school years from 2020-2021 through 2025-2026.

- Indicator 16 measures the percentage of mediations held that resulted in mediation agreements. Six targets were set for indicator 16, one for each of the six school years from 2020-2021 through 2025-2026.

Final Indicator Targets

Exiting

Indicator 1: Graduation

Percentage of youth with Individualized Education Programs (IEPs), ages 14-21, exiting special education with a regular high school diploma

Table 1. Indicator 1 Targets

Indicator 1	2019-2020 Baseline	2019-2020 Data	2020-2021 Target	2021-2022 Target	2022-2023 Target	2023-2024 Target	2024-2025 Target	2025-2026 Target
Percentage of students with disabilities, ages 14-21, exiting special education with a regular high school diploma	58.53%	58.53%	60.00%	62.00%	64.00%	66.00%	68.00%	70.00%
Data Year*	n/a	n/a	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025

*Due to data availability, Indicator 1 lags one year behind the other indicators for reporting purposes. Targets for this indicator reflect the reporting year rather than the year of the data. For example, the 2019-2020 graduation rate is held to the target for the 2020-2021 reporting year. The Data Year row of this table identifies the data year for each target.

Indicator 1 Target Rationale

- Reaching 70% by the 2025-2026 school year 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.
- Research supports high expectations of students with disabilities leads to increased graduation rates and improved post-school outcomes.
- In comparison to Ohio’s 2019-2020 performance, meeting the final target of 70% by 2025-2026 will require 2,364 more students with disabilities to graduate by standard requirements.
- Ohio's Each Child Means Each Child, combined with the Whole Child Framework and Strategic Plan encourage and support more students with disabilities graduating with a regular high school diploma.
- The department will support Ohio's educators and administrators understanding of the new graduation pathways, work based learning, and other rigorous options for students with disabilities to meet standard graduation requirements.
- Efforts to catch students at-risk for drop out early, with warning systems starting in fifth grade, should help more students graduate with a regular diploma.
- Higher targets support higher expectations and prioritize efforts to provide all students a rigorous, standards-based education with supports needed to be successful.

Indicator 2: Dropout

Percentage of youth with IEPs, ages 14-21, who exited special education due to dropping out

Table 2. Indicator 2 Targets

Indicator 2	2012-2013 Baseline	2019-2020 Data	2020-2021 Target	2021-2022 Target	2022-2023 Target	2023-2024 Target	2024-2025 Target	2025-2026 Target
Percentage of students with disabilities, ages 14-21, who exited special education due to dropping out	21.60%	16.68%	16.68%	16.00%	15.50%	15.00%	14.00%	13.00%
Data Year*	n/a	n/a	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025

*Due to data availability, Indicator 2 lags one year behind the other indicators for reporting purposes. Targets for this indicator reflect the reporting year rather than the year of the data. For example, the 2019-2020 dropout rate is held to the target for the 2020-2021 reporting year. The Data Year row of this table identifies the data year for each target.

Indicator 2 Target Rationale

- Reaching 13% by the 2025-2026 school year would move Ohio from the lowest-performing group of states to the highest-performing group of states in the annual ranking and scoring for state Special Education Determinations by the U.S. Department of Education.
- In comparison to Ohio’s 2019-2020 performance, meeting the final target of 13% by 2025-2026 will require 758 fewer students with disabilities across Ohio to drop out.
- The urgency of decreasing the dropout rate for students with disabilities is essential to increasing life-long success and positive outcomes for adulthood.
- Rigorous targets reflect high expectations to encourage change and strengthen supports.
- Greater accountability and expectations for dropout prevention are needed. The alternate pathways to graduation could help as well as increased mental health supports in our schools.
- Implementation of Early Warning Systems should help districts identify and support youth before they consider dropping out. We must continue to lower the dropout rate to as close to zero as possible.
- We must continue to find ways to change the adult behaviors to keep our students in school and help them reach graduation.

Indicator 14: Postsecondary Outcomes

Percentage of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: (a) enrolled in higher education within one year of leaving high school; (b) enrolled in higher education or competitively employed within one year of leaving high school; and (c) enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Table 3. Indicator 14 Targets

Indicator 14	2009-2010 Baseline	2019-2020 Data	2020-2021 Target	2021-2022 Target	2022-2023 Target	2023-2024 Target	2024-2025 Target	2025-2026 Target
14a: Percentage of youth with IEPs enrolled in higher education within one year of leaving high school	39.60%	29.68%	29.68%	31.00%	32.00%	33.00%	34.00%	39.65%
14b: Percentage of youth with IEPs enrolled in higher education or competitively employed within one year of leaving high school	62.70%	79.01%	79.01%	80.00%	81.00%	82.00%	83.00%	84.00%
14c: Percentage of youth with IEPs enrolled in higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school	66.60%	86.35%	86.35%	87.00%	88.00%	89.00%	90.00%	91.00%

Indicator 14 Target Rationale

Indicator 14a

- With the strategies, initiatives, and legislation currently in place, the Ohio Department of Education expects consistent growth over the course of the upcoming target years.
- In comparison to Ohio's 2019-20 performance, meeting the final target of 39.65% by 2025-26 will require 105 more students with disabilities within the survey sample to enroll in higher education within one year of leaving high school.
- Enrollment in higher education is but one way to measure success for students after high school.
- As students and businesses start to de-emphasize two- and four-year universities and colleges as the 'preferred' pathway to careers and employment, stakeholders believe these targets are more in line with the national trend of post-school education and engagement.
- This approach has Ohio moving in the right direction but also allows time to recover from the impact of the ongoing pandemic.

Indicator 14b

- With the strategies, initiatives, and legislation currently in place, the Ohio Department of Education expects consistent growth over the course of the upcoming target years.
- In comparison to Ohio's 2019-20 performance, meeting the final target of 84% by 2025-26 will require 63 more students with disabilities within the survey sample to enroll in higher education or be competitively employed within one year of leaving high school.
- Without knowing more about how the pandemic and COVID restrictions have impacted students with disabilities' employment engagement as defined by 14b (20+ hours per week), stakeholders believe this approach is rigorous yet attainable.

Indicator 14c

- With the strategies, initiatives and legislation currently in place, the Ohio Department of Education expects consistent growth over the course of the upcoming target years.
- In comparison to Ohio's 2019-20 performance, meeting the final target of 91% by 2025-26 will require 49 more students with disabilities within the survey sample to enroll in higher education or in some other postsecondary education or training program or be competitively employed or in some other employment within one year of leaving high school.
- This approach will keep Ohio's total post-school engagement ahead of the median average of all states and continue annual growth of 1% each year of the proposed timeline.
- Given the impact of the ongoing impact, 91% is a rigorous end target and the upward trend of a percentage point improvement per year makes sense.
- To account for the often-limited number of follow-up participants and smaller sample size, this approach is an appropriate reflection of how post-school outcomes are measured.

Math and Reading Assessment Participation and Proficiency Rates

Indicator 3: Math and Reading Assessment Participation and Proficiency

Indicator 3a: Math assessment participation rate for students with IEPs, calculated separately for grades 4, 8, and high school

Table 4. Indicator 3a Math Targets

Indicator 3a Math	2018-2019 Data	2020-2021 Baseline	2021-2022 Target	2022-2023 Target	2023-2024 Target	2024-2025 Target	2025-2026 Target
4 th grade math participation rate for students with disabilities	97.01%	84.20%	95.0%	95.0%	95.0%	95.0%	95.0%
8 th grade math participation rate for students with disabilities	93.30%	80.92%	95.0%	95.0%	95.0%	95.0%	95.0%
High school math participation rate for students with disabilities	87.82%	81.52%	95.0%	95.0%	95.0%	95.0%	95.0%

Indicator 3a Math Target Rationale

- Targets for Indicator 3a must be no lower than 95% per the Elementary and Secondary Education Act (ESEA) section 1111(c)(4)(E) (pages 39 and 116), which was reauthorized as the Every Student Succeeds Act (ESSA), which matches the expectation for all students in terms of assessment participation.
- In comparison to Ohio's 2020-21 performance, meeting the final targets by 2025-2026 will require the following number of children with disabilities across Ohio to participate in statewide math assessments:
 - 590 more grade 4 children with disabilities;
 - 627 more grade 8 children with disabilities;
 - 567 more high school children with disabilities.

Indicator 3a: Reading assessment participation rate for students with IEPs, calculated separately for grades 4, 8, and high school

Table 5. Indicator 3a Reading Targets

Indicator 3a Reading	2018-2019 Data	2020-2021 Baseline	2021-2022 Target	2022-2023 Target	2023-2024 Target	2024-2025 Target	2025-2026 Target
4 th grade reading participation rate for students with disabilities	97.47%	85.20%	95.0%	95.0%	95.0%	95.0%	95.0%
8 th grade reading participation rate for students with disabilities	93.89%	81.88%	95.0%	95.0%	95.0%	95.0%	95.0%
High school reading participation rate for students with disabilities	89.54%	83.46%	95.0%	95.0%	95.0%	95.0%	95.0%

Indicator 3a Reading Target Rationale

- Targets for Indicator 3a must be no lower than 95% per the Elementary and Secondary Education Act (ESEA) section 1111(c)(4)(E) (pages 39 and 116), which was reauthorized as the Every Student Succeeds Act (ESSA), which matches the expectation for all students in terms of assessment participation.
- In comparison to Ohio's 2020-21 performance, meeting the final targets by 2025-2026 will require the following number of children with disabilities across Ohio to participate in statewide reading assessments:
 - 532 more grade 4 children with disabilities;
 - 584 more grade 8 children with disabilities;
 - 476 more high school children with disabilities.

Indicator 3b: Math proficiency rate for students with IEPs against grade level academic achievement standards, calculated separately for grades 4, 8, and high school

Table 6. Indicator 3b Math Targets

Indicator 3b Math	2018-2019 Data	2020-2021 Baseline	2021-2022 Target	2022-2023 Target	2023-2024 Target	2024-2025 Target	2025-2026 Target
4 th grade Math proficiency rate for students with disabilities on standard assessments	39.28%	26.83%	27.83%	29.83%	32.83%	36.83%	41.83%
8 th grade math proficiency rate for students with disabilities on standard assessments	21.73%	13.94%	14.94%	16.94%	19.94%	23.94%	28.94%
High school math proficiency rate for students with disabilities on standard assessments	9.14%	6.77%	7.77%	9.77%	12.77%	16.77%	21.77%

Indicator 3b Math Target Rationale

- This is the more rigorous target option considered by stakeholders.
- The 2020-2021 performance will be the target for the first year (2020-2021). After holding steady for one year, the targets for indicator 3b reflect increasing increments of growth from the prior year through 2025-2026.
- In comparison to Ohio's 2020-21 performance, meeting the final targets by 2025-2026 will require the following number of children with disabilities across Ohio to score at or above proficient in standard statewide math assessments:
 - 2,598 more grade 4 children with disabilities;
 - 2,537 more grade 8 children with disabilities;
 - 2,348 more high school children with disabilities.

Indicator 3b: Reading proficiency rate for students with IEPs against grade level academic achievement standards, calculated separately for grades 4, 8, and high school

Table 7. Indicator 3b Reading Targets

Indicator 3b Reading	2018-2019 Data	2020-2021 Baseline	2021-2022 Target	2022-2023 Target	2023-2024 Target	2024-2025 Target	2025-2026 Target
4 th grade reading proficiency rate for students with disabilities on standard assessments	24.90%	21.86%	22.86%	24.86%	27.86%	31.86%	36.86%
8 th grade reading proficiency rate for students with disabilities on standard assessments	13.59%	10.97%	11.97%	13.97%	16.97%	20.97%	25.97%
High school reading proficiency rate for students with disabilities on standard assessments	19.88%	17.84%	18.84%	20.84%	23.84%	27.84%	32.84%

Indicator 3b Reading Target Rationale

- This is the more rigorous target option considered by stakeholders.
- The 2020-2021 performance will be the target for the first year (2020-2021). After holding steady for one year, the targets for indicator 3b reflect increasing increments of growth from the prior year through 2025-2026.
- In comparison to Ohio's 2020-21 performance, meeting the final targets by 2025-2026 will require the following number of children with disabilities across Ohio to score at or above proficient in standard statewide reading assessments:
 - 2,614 more grade 4 children with disabilities;
 - 2,542 more grade 8 children with disabilities;
 - 2,586 more high school children with disabilities.

Indicator 3c: Math proficiency rate for students with IEPs against alternate academic achievement standards, calculated separately for grades 4, 8, and high school

Table 8. Indicator 3c Math Targets

Indicator 3c Math	2018-2019 Data	2020-2021 Baseline	2021-2022 Target	2022-2023 Target	2023-2024 Target	2024-2025 Target	2025-2026 Target
4 th grade math proficiency rate for students with disabilities on alternate assessments	71.90%	30.60%	31.60%	32.60%	33.60%	34.60%	35.60%
8 th grade math proficiency rate for students with disabilities on alternate assessments	72.76%	35.67%	36.67%	37.67%	38.67%	39.67%	40.67%
High school math proficiency rate for students with disabilities on alternate assessments	75.55%	47.39%	48.39%	49.39%	50.39%	51.39%	52.39%

Indicator 3c Math Target Rationale

- This is the more rigorous target option considered by stakeholders.
- The 2020-2021 performance will be the target for the first year (2020-2021). After holding steady for one year, the targets for Indicator 3c will increase by 1% from the previous year’s performance through 2025-2026.
- The release of the Alternate Assessment Decision-making Tool will impact the number of students taking alternate assessments. Students no longer eligible for the alternate assessment will transition to the standard assessment.
- Ohio’s students with disabilities taking the alternate assessment are starting at a much higher rate of performance than students with disabilities taking the standard assessment, so the increments of growth proposed for indicator 3c are not as high as those proposed for indicator 3b.
- In comparison to Ohio's 2020-21 performance, meeting the final targets by 2025-2026 will require the following number of children with disabilities across Ohio to score at or above proficient in alternate statewide math assessments:
 - 76 more grade 4 children with disabilities;
 - 83 more grade 8 children with disabilities;
 - 105 more high school children with disabilities.

Indicator 3c: Reading proficiency rate for students with IEPs against alternate academic achievement standards, calculated separately for grades 4, 8, and high school

Table 9. Indicator 3c Reading Targets

Indicator 3c Reading	2018-2019 Data	2020-2021 Baseline	2021-2022 Target	2022-2023 Target	2023-2024 Target	2024-2025 Target	2025-2026 Target
4 th grade reading proficiency rate for students with disabilities on alternate assessments	83.94%	51.72%	52.72%	53.72%	54.72%	55.72%	56.72%
8 th grade reading proficiency rate for students with disabilities on alternate assessments	86.07%	42.44%	43.44%	44.44%	45.44%	46.44%	47.44%
High school reading proficiency rate for students with disabilities on alternate assessments	79.13%	45.61%	46.61%	47.61%	48.61%	49.61%	50.61%

Indicator 3c Reading Target Rationale

- This is the more rigorous target option considered by stakeholders.
- The 2020-2021 performance will be the target for the first year (2020-2021). After holding steady for one year, the targets for indicator 3c will increase by 1% from the previous year’s performance through 2025-2026.
- The release of the Alternate Assessment Decision-making Tool will impact the number of students taking alternate assessments. Students no longer eligible for the alternate assessment will transition to the standard assessment.
- Ohio’s students with disabilities taking the alternate assessment are starting at a much higher rate of performance than students with disabilities taking the standard assessment, so the increments of growth proposed for indicator 3c are not as high as those proposed for indicator 3b.
- In comparison to Ohio’s 2020-21 performance, meeting the final targets by 2025-2026 will require the following number of children with disabilities across Ohio to score at or above proficient in alternate statewide reading assessments:
 - 76 more grade 4 children with disabilities;
 - 83 more grade 8 children with disabilities;
 - 107 more high school children with disabilities.

Indicator 3d: Gap in math proficiency rates for students with IEPs and all students against grade level academic achievement standards, calculated separately for grades 4, 8, and high school

Table 10. Indicator 3d Math Targets

Indicator 3d Math	2018-2019 Data	2020-2021 Baseline	2021-2022 Target	2022-2023 Target	2023-2024 Target	2024-2025 Target	2025-2026 Target
4 th grade math proficiency gap	30.11%	33.01%	32.01%	31.01%	30.01%	29.01%	28.01%
8 th grade math proficiency gap	38.11%	39.28%	38.28%	37.28%	36.28%	35.28%	34.28%
High school math proficiency gap	32.04%	31.91%	30.91%	29.91%	28.91%	27.91%	26.91%

Indicator 3d Math Target Rationale

- This is the more rigorous target option considered by stakeholders.
- The 2020-2021 performance will be the target for the first year (2020-2021). After holding steady for one year, the targets for indicator 3d will decrease by 1% from the prior year through 2025-2026, resulting in a smaller gap between students with disabilities and all students.
- The ideal scenario for decreasing the gap is for the performance of all students to still improve over time, with the rate of improvement for students with disabilities outpacing that of all students in order to decrease the gap. With this goal in mind, gap targets may be harder to meet, especially with the decline in the 2020-2021 performance of students with disabilities due to interruptions in modes of instruction and services during the pandemic.
- In comparison to Ohio's 2020-21 performance, meeting the final targets by 2025-2026 will require the following number of children with disabilities across Ohio to score at or above proficient on statewide math assessments, assuming no change in the proficiency rate for all students:
 - 866 more grade 4 children with disabilities;
 - 846 more grade 8 children with disabilities;
 - 783 more high school children with disabilities.

Indicator 3d: Gap in reading proficiency rates for students with IEPs and all students against grade level academic achievement standards, calculated separately for grades 4, 8, and high school

Table 11. Indicator 3d Reading Targets

Indicator 3d Reading	2018-2019 Data	2020-2021 Baseline	2021-2022 Target	2022-2023 Target	2023-2024 Target	2024-2025 Target	2025-2026 Target
4 th grade reading proficiency gap	32.31%	34.24%	33.24%	32.24%	31.24%	30.24%	29.24%
8 th grade reading proficiency gap	38.65%	41.87%	40.87%	39.87%	38.87%	37.87%	36.87%
High school reading proficiency gap	40.03%	44.65%	43.65%	42.65%	41.65%	40.65%	39.65%

Indicator 3d Reading Target Rationale

- This is the more rigorous target option considered by stakeholders.
- The 2020-2021 performance will be the target for the first year (2020-2021). After holding steady for one year, the targets for indicator 3d will decrease by 1% from the prior year through 2025-2026, resulting in a smaller gap between students with disabilities and all students.
- The ideal scenario for decreasing the gap is for the performance of all students to still improve over time, with the rate of improvement for students with disabilities outpacing that of all students in order to decrease the gap. With this goal in mind, gap targets may be harder to meet, especially with the decline in the 2020-2021 performance of students with disabilities due to interruptions in modes of instruction and services during the pandemic.
- In comparison to Ohio's 2020-21 performance, meeting the final targets by 2025-2026 will require the following number of children with disabilities across Ohio to score at or above proficient on statewide reading assessments, assuming no change in the proficiency rate for all students:
 - 871 more grade 4 children with disabilities;
 - 848 more grade 8 children with disabilities;
 - 862 more high school children with disabilities.

Discipline and School-age Environments

Indicator 4a: Discipline Discrepancy

Percentage of districts with a discipline discrepancy of 1% or greater between students with and without disabilities for three consecutive years

Table 12. Indicator 4a Targets

Indicator 4a	2018-2019 Baseline	2019-2020 Data	2020-2021 Target	2021-2022 Target	2022-2023 Target	2023-2024 Target	2024-2025 Target	2025-2026 Target
Percentage of districts with a discipline discrepancy of 1% or greater between students with and without disabilities for three consecutive years	25.00%	20.00%	20.00%	20.00%	20.00%	20.00%	17.50%	15.00%

Indicator 4a Target Rationale

- 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.
- Exclusionary discipline is an access to education issue. This indicator directly affects graduation rates and dropout rates for students with disabilities.
- There are ongoing equity issues in exclusionary discipline practices for students with disabilities. Kids are attached to these numbers, so we need to see a decline in discipline discrepancies over time.

Indicator 5: School-age Least Restrictive Environments

Percentage of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served: (a) inside the regular class 80% or more of the day; (b) inside the regular class less than 40% of the day; and (c) in separate schools, residential facilities, or homebound/hospital placements.

Table 13. Indicator 5 Targets

Indicator 5	2020-2021 Baseline	2020-2021 Target	2021-2022 Target	2022-2023 Target	2023-2024 Target	2024-2025 Target	2025-2026 Target
5a: Percentage of school-age students with disabilities in regular class \geq 80%	64.80%	64.80%	65.00%	66.00%	67.00%	68.00%	69.00%
5b: Percentage of school-age students with disabilities in regular class <40%	11.86%	11.86%	11.80%	11.75%	11.50%	11.25%	11.00%
5c: Percentage of school-age students with disabilities in separate settings	3.62%	3.62%	3.60%	3.56%	3.54%	3.53%	3.51%

Indicator 5 Target Rationale**Indicator 5a Target Rationale**

- This is the more rigorous target option considered by stakeholders.
- Data show that more than 1% of growth per year previously has been attained. The anticipated development and implementation of an integrated model for a statewide multi-tiered system of support may result in more inclusive placements and a less restrictive environment for students with disabilities over time.
- In comparison to Ohio's 2020-2021 performance, meeting the final target of 69% by 2025-2026 will require 10,577 more school-age children with disabilities across Ohio to be served inside the regular class 80% or more of the day.

Indicator 5b Target Rationale

- This is the more rigorous target option considered by stakeholders.
- With additional strategies and supports in place, 11% should be an appropriate target by 2025-2026.
- In comparison to Ohio's 2020-2021 performance, meeting the final target of 11% by 2025-2026 will require 2,163 school-age children with disabilities across Ohio to move to less restrictive environments.

Indicator 5c Target Rationale

- This option represents a middle ground between the two target options originally considered by stakeholders.
- In comparison to Ohio's 2020-2021 performance, meeting the final target of 3.51% by 2025-2026 will require 267 school-age children with disabilities across Ohio to move to less restrictive environments.
- These targets recognize that separate facilities must be part of a full continuum of placements, while striving for a continued decrease over time in students with disabilities placed in the most restrictive environments.

Preschool Environments and Outcomes

Indicator 6: Preschool Least Restrictive Environments

Percentage of children with IEPs aged 3 through 5 who are enrolled in a preschool program attending a: (a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; (b) separate special education class, separate school or residential facility; and (c) receiving special education and related services in the home.

Table 14. Indicator 6 Targets

Indicator 6	2020-2021 Baseline	2020-2021 Target	2021-2022 Target	2022-2023 Target	2023-2024 Target	2024-2025 Target	2025-2026 Target
6a: Percentage of preschool students with disabilities in regular class	66.81%	66.81%	67.00%	70.00%	73.00%	76.00%	80.00%
6b: Percentage of preschool students with disabilities in separate settings	18.94%	18.94%	18.00%	16.00%	14.00%	12.00%	10.00%
6c: Percentage of preschool students with disabilities ages 3-5 receiving services at home	2.98%	2.98%	2.98%	2.50%	2.20%	1.80%	1.55%

Indicator 6 Target Rationale

Indicators 6a and 6b Target Rationale

- This is the more rigorous target option considered by stakeholders.
- This approach keeps the 2021-2022 target closer to the 2020-2021 data in recognition of the ongoing impact of the pandemic, then shows ambitious improvement each year to get Ohio to 80% on indicator 6a and 10% on indicator 6b by 2025-2026.
- In comparison to Ohio's 2020-2021 performance on indicator 6a, meeting the final target of 80% by 2025-2026 will require 2,507 more preschool children across Ohio to attend regular early childhood programs.
- In comparison to Ohio's 2020-2021 performance on indicator 6b, meeting the final target of 10% by 2025-2026 will require 1,699 preschool children across Ohio to move to less restrictive environments.
- The state's improvement strategies and initiatives impacting this indicator put Ohio in position to meet these targets.

Indicator 6c Target Rationale

- This approach keeps the 2021-2022 target at baseline in recognition of the ongoing impact of the pandemic and the change in measurement, then shows steady improvement to get Ohio back to, and exceeding, the previous 2019-2020 rate at 1.55%.
- In comparison to Ohio's 2020-2021 performance, meeting the final target of 1.55% by 2025-2026 will require 271 preschool children across Ohio to move to less restrictive environments.

Indicator 7: Preschool Outcomes

Percentage of preschool children aged 3 through 5 with IEPs who demonstrate improved (a) positive social-emotional skills; (b) acquisition and use of knowledge and skills; and (c) use of appropriate behaviors to meet their needs.

Table 15. Indicator 7 Targets

Indicator 7	2008-2009 Baseline	2019-2020 Data	2020-2021 Target	2021-2022 Target	2022-2023 Target	2023-2024 Target	2024-2025 Target	2025-2026 Target
7a1: Percentage of preschool children with disabilities who substantially increased their rate of growth in positive social-emotional skills	64.70%	81.79%	81.90%	82.20%	82.50%	82.85%	83.25%	83.70%
7a2: Percentage of preschool children with disabilities who were functioning within age expectations in positive social-emotional skills	47.40%	50.91%	50.91%	50.91%	50.91%	51.00%	51.20%	51.40%
7b1: Percentage of preschool children with disabilities who substantially increased their rate of growth in the acquisition & use of knowledge & skills	65.90%	80.82%	80.91%	81.20%	81.50%	81.85%	82.25%	82.70%
7b2: Percentage of preschool children with disabilities who were functioning within age expectations in the acquisition and use of knowledge and skills	45.70%	48.46%	48.53%	48.73%	48.93%	49.20%	49.50%	49.80%

Indicator 7	2008-2009 Baseline	2019-2020 Data	2020-2021 Target	2021-2022 Target	2022-2023 Target	2023-2024 Target	2024-2025 Target	2025-2026 Target
7c1: Percentage of preschool students with disabilities who substantially increased their rate of growth in the use of appropriate behaviors to meet their needs	66.90%	83.21%	83.31%	83.60%	83.90%	84.25%	84.65%	85.10%
7c2: Percentage of preschool children with disabilities who were functioning within age expectations in the use of appropriate behaviors to meet their needs	59.20%	59.80%	59.90%	60.10%	60.30%	60.55%	60.85%	61.15%

Indicator 7 Target Rationale

Indicator 7a1 Target Rationale

- Per stakeholder request, this approach represents 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 83.7% by 2025-2026 will require 132 more preschool children across Ohio to improve their rate of growth in positive social-emotional skills.
- The rigor of these targets recognizes the importance of this area in the development of young children.

Indicator 7a2 Target Rationale

- Ohio's previous targets for 7a2 were rigorous but not attainable. Over six years, Ohio only met the target for one year.
- The pandemic continues to impact these data and gradual recovery over time is anticipated.
- Performance on 7a2 has hovered right around and mostly below 50% for the previous six years.
- Targets for 2020-2021 through 2022-2023 reflect the 2019-2020 performance then increase by approximately 0.1% in 2023-2024 and 0.2% in 2024-2025 and 2025-2026.
- In comparison to Ohio’s 2019-2020 performance, meeting the final target of 51.4% by 2025-26 will require 39 more preschool children across Ohio to function within age expectations in positive social-emotional skills.
- All 2025-2026 targets for indicator 7a reflect improvement over baseline (2008-09) and 2019-20 performance.

Indicator 7b1 Target Rationale

- Per stakeholder request, this approach represents 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 82.7% by 2025-26 will require 131 more preschool children across Ohio to improve their rate of growth in the acquisition and use of knowledge and skills.
- These targets allow for a more gradual increase, while also representing more rigorous targets over time.

Indicator 7b2 Target Rationale

- Per stakeholder request, this approach represents 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 49.8% by 2025-2026 will require 105 more preschool children across Ohio to function within age expectations in the acquisition and use of knowledge and skills.
- This approach is appropriately rigorous while still reflecting the needs of preschoolers with disabilities.

Indicator 7c1 Target Rationale

- Per stakeholder request, this approach represents 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 85.1% by 2025-2026 will require 123 more preschool children across Ohio to improve their rate of growth in the use of appropriate behaviors to meet their needs.
- This approach is appropriately rigorous while still reflecting the needs of preschoolers with disabilities.

Indicator 7c2 Target Rationale

- Per stakeholder request, this approach represents 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 61.15% by 2025-2026 will require 106 more preschool children across Ohio to function within age expectations in the use of appropriate behaviors to meet their needs.
- This approach is appropriately rigorous while still reflecting the needs of preschoolers with disabilities. Stakeholders recognize the importance of the foundational skills for preschool children measured by this part of the indicator.

Family Involvement

Indicator 8: Family Involvement

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

Table 16. Indicator 8 Targets

Indicator 8	2019-2020 Baseline	2020-2021 Data	2021-2022 Target	2022-2023 Target	2023-2024 Target	2024-2025 Target	2025-2026 Target
Percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a way of improving results for children with disabilities	83.63%	83.43%	85.00%	86.00%	87.00%	89.00%	91.00%

Indicator 8 Target Rationale

- This approach represents a middle ground between the two original target options considered by stakeholders.
- These targets hold yearly growth at 1% until 2023-2024, and then increase yearly growth to 2% for 2024-2025 and for the final target in 2025-2026. This allows the improvement strategies to be more established and support more year-to-year growth, as the Each Child Means Each Child Plan and the 11 District Plan were both introduced very recently in 2021.
- Districts were required to develop new methods of communication with parents during the pandemic, and it is expected these new methods and innovations in parent communication will continue and likely improve reported parental involvement. For example, both teachers and parents have become more comfortable with communicative technology such as virtual meetings, and stakeholders reported that teachers and other educators in their districts have become more comfortable in having less formal communication channels with parents and families, such as sending text messages.
- 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.

Dispute Resolution

Indicator 15: Resolution Sessions

Percentage of hearing requests that went to resolution sessions that were resolved through resolution settlement agreements

Table 17. Indicator 15 Targets

Indicator 15	2005-2006 Baseline	2019-2020 Data	2020-2021 Target	2021-2022 Target	2022-2023 Target	2023-2024 Target	2024-2025 Target	2025-2026 Target
Percentage of hearing requests that went to resolution sessions that were resolved through settlement agreements	43.04%	0.00%	8.00%	16.00%	24.00%	32.00%	40.00%	48.00%

Indicator 15 Target Rationale

- This is the more rigorous target option considered by stakeholders.
- Percentages historically have been above the baseline except the two most recent years.
- 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: Mediation Agreements

Percentage of mediations held that resulted in mediation agreements

Table 18. Indicator 16 Targets

Indicator 16	2005-2006 Baseline	2019-2020 Data	2020-2021 Target	2021-2022 Target	2022-2023 Target	2023-2024 Target	2024-2025 Target	2025-2026 Target
Percentage of mediations held that resulted in mediation agreements	83.50%	80.00%	77.00%	77.00%	78.00%	79.00%	80.00%	84.00%
			-	-	-	-	-	-
			85.00%	85.00%	86.00%	87.00%	88.00%	88.00%

Indicator 16 Target Rationale

- Historically, more than 72% of mediations result in agreements, with more than 80% of mediations resulting in mediation agreements in the two most recent years.
- The COVID-19 pandemic has resulted in many challenges, including virtual mediations.
- The targets for 2020-2021 and 2021-2022 allow the state to maintain the 2019-2020 performance while recovering from the impact of the pandemic.
- The targets will increase by 1% each to 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.