



Ohio's Part B Annual Performance Report for 2005-2006

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Part B State Annual Performance Report (APR) for 2005-2006
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Commonly Used Abbreviations Appearing in Ohio’s APR

APR –	<i>Annual Performance Report</i>
CCIP –	<i>Comprehensive Continuous Improvement Plan</i>
EMIS –	<i>Education Management Information System</i>
FFY –	<i>Federal Fiscal Year</i>
IDEA –	<i>Individuals with Disabilities Education Act</i>
IEP –	<i>Individualized Education Program</i>
IHE –	<i>Institution of Higher Education</i>
iLRC –	<i>Interactive Local Report Card</i>
LEA –	<i>Local Education Agency</i>
LRE –	<i>Least Restrictive Environment</i>
NCRRC –	<i>North Central Regional Resource Center</i>
OCECD –	<i>Ohio Coalition for the Education of Children with Disabilities</i>
ODE –	<i>Ohio Department of Education</i>
ODH –	<i>Ohio Department of Health</i>
OEC –	<i>Office for Exceptional Children</i>
OELSR –	<i>Office of Early Learning and School Readiness</i>
OISM –	<i>Ohio’s Integrated Systems Model</i>
OSEP –	<i>Office of Special Education Programs</i>
PBS –	<i>Positive Behavior Supports</i>
RRFC –	<i>Regional Resource and Federal Center</i>
RSIT –	<i>Regional School Improvement Team</i>
SAPEC –	<i>State Advisory Panel for Exceptional Children</i>
SERRC –	<i>Special Education Regional Resource Center</i>
SPP –	<i>State Performance Plan</i>
USDOE –	<i>U.S. Department of Education</i>

Part B State Annual Performance Report (APR) for 2005-2006**Overview of the Annual Performance Report Development:**

The Individuals with Disabilities Education Act (IDEA) of 2004 requires each State to have in place a performance plan that evaluates the State's efforts to implement the requirements and purposes of IDEA Part B and describes how the State will improve such implementation. This plan is called the Part B State Performance Plan (SPP). The SPP, submitted every six years, must include measurable and rigorous targets for the 20 indicators identified by the Office of Special Education Programs (OSEP) at the U.S. Department of Education (USDOE). The State must report annually to OSEP on the performance of the State on the targets identified in the SPP. This report is called the Part B Annual Performance Report (APR). Each State must also report annually to the public on the performance of each local education agency located in the State on the targets in the SPP.

The Office for Exceptional Children (OEC) at the Ohio Department of Education (ODE) developed an internal meeting structure that increased in frequency from once monthly to weekly, leading to the submission of Ohio's APR. The OEC leadership team identified internal staff and staff members from other offices (such as the Office of Early Learning and School Readiness and the Office of Information Technology) to collect data, draft responses, and report out to the group. This process of group sharing helped to develop a common voice and reporting structure across all indicators.

In the development of Ohio's APR, ODE benefited from the technical assistance provided by the Regional Resource and Federal Center (RRFC) network website, the Office of Special Education Programs (OSEP), and the North Central Regional Resource Center (NCRRC). The materials on the RRFC network website provided ongoing support and clarification. Conference calls with Ohio's State Contact, in addition to the technical assistance conference calls facilitated by OSEP, provided opportunities to ask questions related to specific indicators. NCRRC assisted with the development of the APR with indicator-specific workgroup conference calls, onsite visits and reviews, and the facilitation of gathering input from the stakeholder group in order to set rigorous and measurable targets for "new" indicators within the SPP. The stakeholder group consisted of actively-involved members of Ohio's State Advisory Panel for Exceptional Children (SAPEC).

In response to its submission of the SPP in December 2005, ODE received a letter from OSEP indicating that Ohio's SPP met the requirements of section 616(b) of IDEA to include measurable and rigorous targets and improvement activities within the State Performance Plan. In addition, this letter addressed issues identified during OSEP's review of the SPP that, while not requiring disapproval of the plan, would affect its annual determination of State performance and compliance based on data presented in the APR. To address these issues, ODE has provided the additional information requested by OSEP in the APR and revised SPP, as follows:

- Indicator 4 – ODE did not provide a plan for measurement B of Indicator 4 describing how data were to be collected. The reporting and discussion of baseline data, measurable and rigorous targets, and improvement activities, timelines, and resources for Indicator 4B are found on pages 19-22 of the revised SPP.
- Indicator 8 – OSEP could not determine if ODE intended to use sampling to collect data for this indicator. The sampling methodology, reporting and discussion of baseline data, measurable and rigorous targets, and improvement activities, timelines, and resources for this indicator are found on pages 37-48 of the revised SPP.
- Indicator 14 – OSEP evaluated the sampling plan provided by ODE to collect baseline data for this indicator and indicated that it was not technically sound. The revised sampling methodology, process for collection of baseline data, measurable and rigorous targets, and improvement activities, timelines, and resources for this indicator are found on pages 69-73 of the revised SPP.
- Indicator 16 – ODE reported a compliance rate of 98.6% for this indicator, requiring improvement activities to achieve full compliance. The actual target data, explanation of progress or slippage,

and discussion of improvement activities completed for FFY 2005, found on pages 38-39 of this report, reflect a compliance rate of 100% for this indicator.

- Indicator 17 – ODE reported a compliance rate of 92% for this indicator, requiring improvement activities to achieve full compliance. The actual target data, explanation of progress or slippage, and discussion of improvement activities completed for FFY 2005, found on pages 40-41 of this report, reflect a compliance rate of 100% for this indicator.

ODE effectively submitted, consistent with past practices, OSEP-required data on every local education agency (LEA). Historically, ODE reported to the public on APR and SPP indicators through web postings, SAPEC meetings, professional organization meetings, and conferences. ODE will continue utilizing these means to report annually to the public on Ohio's progress and/or slippage in meeting the measurable and rigorous targets found in the SPP.

ODE established a plan for reporting to the public on the performance of each LEA on the targets in the SPP. ODE identified performance data on SPP indicators available through the Interactive Local Report Card (iLRC) tool [an existing public reporting mechanism]. ODE targeted those data not available through the iLRC for posting on the department website in tabular data format, organized by SPP indicators. ODE's reporting plan outlined reporting the data in a timely manner after submission of the APR.

As an additional note, Ohio's Special Education Regional Resource Center (SERRC) network, established in 1968 by the Ohio Department of Education, Division of Special Education (now the Office for Exceptional Children), supported the vision of ODE by providing products and services designed to assist those responsible for closing the achievement gap for children and youth with disabilities. Legislative changes have resulted in the creation of regionalized services, combining multiple providers under one fiscal agent per region, for a total of 16 regions. Though the name 'SERRC' may change, the services provided by the SERRCs specific to the improvement activities within the State Performance Plan and Annual Performance Report will remain as an embedded component of the regional service system.

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

See page 1.

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

Graduation Rate for Indicator 1

The graduation rate is defined as the percentage of students that received a diploma during a given school year, (including summer graduates) of the total number of students reported as graduates and or dropouts from this cohort of students (adjusted for returning withdrawals) combined.

The graduation rate is the percentage of students who entered high school that received a diploma during the 2005-2006 school year, including summer 2006 graduates currently being reported in 2006-2007 October reporting period, which will close March 2007.

Graduation Rate =	# of 2005-2006 Graduates (Summer Graduates included) DIVIDED BY # of 2005-2006 Graduates + # of Grade 13 Students + (# of Grade 9 Dropouts in 2002-2003 - # of Grade 9 Ret. Withdrawals) + (# of Grade 10 Dropouts in 2003-2004 - # of Grade 10 Ret. Withdrawals) + (# of Grade 11 Dropouts in 2004-2005 - # of Grade 11 Ret. Withdrawals) + (# of Grade 12 Dropouts in 2005-2006 - # of Grade 12 Ret. Withdrawals) - Grade 12 students previously reported as dropouts	X 100
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Graduates: Students reported with a *DIPLOMA DATE* and a *DIPLOMA TYPE* excluding students reported with Grade Level = 13, students reported with Proficiency Only Records, and students with Student Status = 'P' or 'T'. This includes summer graduates reported during the 2006-2007 October reporting period.

Returning Withdrawals: Students who returned by October of the year immediately following the year in which they were counted as a dropout (withdrawal reason = 71, 72, 73, 74).

Dropouts: The number of dropouts (withdrawal reason = 71, 72, 73, 74) from each high school grade level (9-12) for that graduating class.

- 71 = Withdrew due to truancy/nonattendance
- 72 = Pursued employment/work permit (Superintendent approval on file)
- 73 = Over 18 years of age
- 74 = Moved; not known to be continuing

FFY	Measurable and Rigorous Target
2005 (2005-2006)	81.8% of youth with IEPs graduating from high school with a regular diploma. [GRADUATION RATE ESTABLISHED BY OHIO STATE BOARD OF EDUCATION]

Actual Target Data for FFY 2005 (2005-2006):

Indicator 1, Table 1: Graduation Rates

	Graduates	Potential Graduates	Percent
Students with Disabilities	13,969	16,680	83.7%
Typical Students	104,756	121,162	86.5%
All Students	118,725	137,842	86.1%

ODE calculates its graduation rate each year at the end of the data reporting period for the subsequent fall, in order to include summer graduations and dropouts in the calculations. The Ohio graduation rate for 2005-2006 will be final in March 2007. The numbers reported for the graduation rate are based on local report card (LRC) data reported through November 1, 2006, and may be subject to revision upon the close of the data reporting period. Historically, graduation rates have increased as LEAs submit data for students who completed requirements during the summer.

Ohio requires students to pass the Ohio Graduation Test in order to receive a high school diploma. However, students with disabilities may be excused from the consequences of this exam by their IEP teams and, therefore, may receive a high school diploma without passing the exam. Section 618 of the Individuals with Disabilities Education Act (IDEA) requires Ohio to report the number of students with disabilities who graduated but did so by meeting requirements that differ from those for typical students. The data in Table 2, below, reflect those differences. Table 2 represents the percentages of students with disabilities who graduated by meeting the same requirements as typical students and those that graduated by meeting modified requirements. These percentages are based on the total number of exiting students with disabilities, including those who did not graduate.

Indicator 1, Table 2: 618 Graduation Requirements

	Percentage of Students with Disabilities
Graduates with same requirements	35.0%
Graduates with modified requirements	42.5%

Although the data above show that many students had modified requirements for graduation, no student is exempt from taking the Ohio Graduation Test.

Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

Although data for this indicator reflect a reduction in the graduation rate for students with disabilities (from 85.3% in 2004-2005 to 83.7% in 2005-2006), ODE exceeded the state board-established target of 81.8% for Indicator 1. The state advisory panel received an annual performance update on all SPP indicators. Upon examination of these data by the advisory panel, this indicator was not selected as a priority area for improved performance.

Discussion of Improvement Activities Completed for FFY 2005 (2005-2006):

The Office for Exceptional Children (OEC) collaborated with the Office of Educational Programs, focusing on career-technical and adult education as well as middle and high school reform. In addition, OEC collaborated with the Office of School Improvement to ensure integration of issues and activities affecting students with disabilities into middle and high school improvement efforts.

OEC utilized its State Improvement Grant (SIG) and additional Part B discretionary funds to expand implementation of Ohio’s Integrated Systems Model (OISM). This model is designed to build the capacity of LEAs to support students toward graduation by promoting early intervening in the areas of reading and

behavior, to ensure that deficits are corrected as early as possible. See Indicator 3 for additional details about OISM.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006):

At this time ODE plans no revisions to the improvement activities, timelines and resources for this indicator.

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

See page 1.

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

Ohio's Dropout Rate

Dropout Rate =	# of 2004-2005 Dropouts DIVIDED BY # of 2004-2005 Graduates + # of Grade 13 Students + (# of Grade 9 Dropouts in 2001-2002 - # of Grade 9 Ret. Withdrawals) + (# of Grade 10 Dropouts in 2002-2003 - # of Grade 10 Ret. Withdrawals) + (# of Grade 11 Dropouts in 2003-2004 - # of Grade 11 Ret. Withdrawals) + (# of Grade 12 Dropouts in 2004-2005 - # of Grade 12 Ret. Withdrawals) - Grade 12 students previously reported as dropouts	X 100
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Graduates: Students reported with a *DIPLOMA DATE* and a *DIPLOMA TYPE* excluding students reported with Grade Level = 13, students reported with Proficiency Only Records, and students with Student Status = 'P' or 'T'. This includes summer graduates reported during the 2005-2006 October reporting period.

Returning Withdrawals: Students who returned by October of the year immediately following the year in which they were counted as a dropout (withdrawal reason = 71, 72, 73, 74).

Dropouts: The number of dropouts (withdrawal reason = 71, 72, 73, 74) from each high school grade level (9-12) for that graduating class.

- 71 = Withdrew due to truancy/nonattendance
- 72 = Pursued employment/work permit (Superintendent approval on file)
- 73 = Over 18 years of age
- 74 = Moved; not known to be continuing

FFY	Measurable and Rigorous Target
2005 (2005-2006)	14.2% of youth with IEPs dropping out of high school: a reduction of 0.5 percentage points in the difference between the percent of students with disabilities dropping out and the percent of students without disabilities dropping out.

Actual Target Data for FFY 2005 (2005-2006):

Indicator 2, Table 1: Dropout Rates

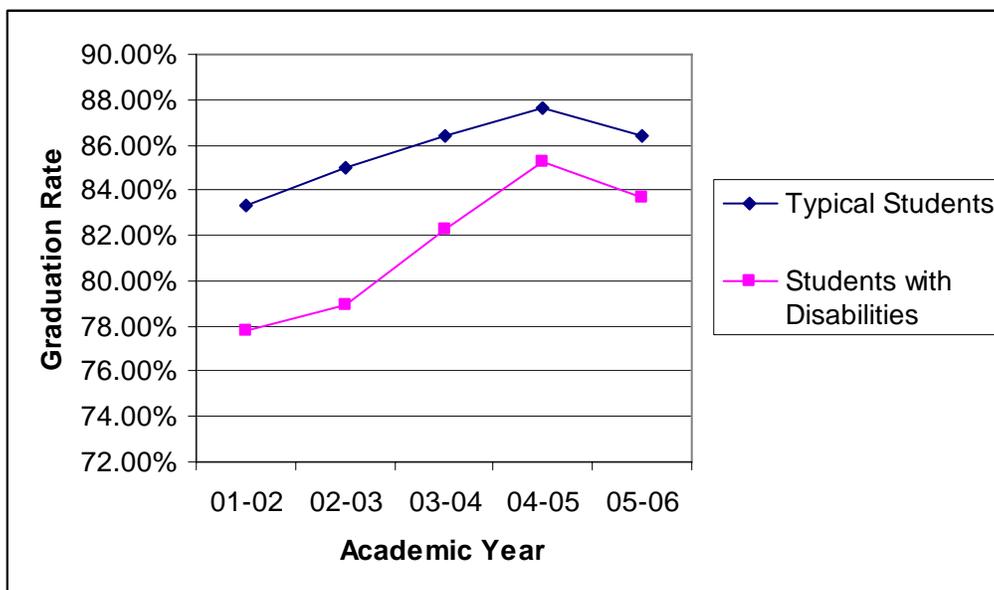
	Dropouts	Potential Graduates	Percent
Students with Disabilities	2,711	16,680	16.3%
Typical Students	16,406	121,162	13.5%
All Students	19,117	137,842	13.9%

ODE calculates its dropout rate each year at the end of the data reporting period for the subsequent fall, in order to include summer graduations and dropouts in the calculations. The Ohio dropout rate for 2005-2006 will be final in March 2007. The numbers reported for graduation and dropout rates are based on data reported through November 1, 2006, and may be subject to revision upon the close of the data reporting period. Historically, dropout rates have decreased as LEAs submit data about students who completed requirements during the summer.

Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

ODE did not meet the 14.2% target for this indicator. This slippage is likely a reflection of the graduation rate, which showed a decline in the 2005-2006 academic year. Although ODE met the state’s board-established graduation target of 81.8%, the overall graduation rate for students with disabilities declined from 85.7% in 2004-2005 to 83.7% in 2005-2006. However, it is worthwhile to note that a similar decline in the graduation rate was observed for typical students. Figure 1 shows that Ohio’s graduation rate has increased steadily for populations of students with and without disabilities from 2001-2002 in each successive year, with the exception of the 2005-2006 academic year. ODE speculates that statewide efforts to revise graduation requirements may have impacted the current graduation rate, as such revisions made more rigorous instruction necessary in order for students to pass the Ohio Graduation Test.

Indicator 2, Figure 1: Graduation Rates



Discussion of Improvement Activities Completed for FFY 2005 (2005-2006):

OEC (along with a representative from the State Advisory Panel for Exceptional Children [SAPEC] and the Ohio Coalition for the Education of Children with Disabilities [OCECD]) collaborated with the National Dropout Prevention Center for Students with Disabilities to identify effective strategies to reduce dropout rates for students with disabilities, and incorporated such strategies into a work plan.

OEC utilized its State Improvement Grant (SIG) and additional Part B discretionary funds to expand implementation of OISM. This model is designed to build the capacity of LEAs to support students toward graduation by promoting early intervening in the areas of reading and behavior, to ensure that deficits are corrected as early as possible. See Indicator 3 for additional details about OISM.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006):

OEC will access the resources provided by the National Dropout Prevention Center for Students with Disabilities to identify strategies designed to reduce dropout rates. OEC will work with the North Central Regional Resource Center (NCRRC) to identify supports to provide to LEAs to target a reduction in dropout rates. OEC will develop a technical assistance plan with NCRRC specific to graduation and dropout rates, in order to meet future performance targets for this indicator.

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

See page 1.

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State’s minimum “n” size meeting the State’s AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

- A. Percent = $[(\# \text{ of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}) \text{ divided by the (total \# of districts that have a disability subgroup that meets the State's minimum "n" size in the State)}] \text{ times } 100.$
- B. Participation rate =
 - a. # of children with IEPs in assessed grades;
 - b. # of children with IEPs in regular assessment with no accommodations (percent = $[(b) \text{ divided by } (a)] \text{ times } 100$);
 - c. # of children with IEPs in regular assessment with accommodations (percent = $[(c) \text{ divided by } (a)] \text{ times } 100$);
 - d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = $[(d) \text{ divided by } (a)] \text{ times } 100$); and
 - e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = $[(e) \text{ divided by } (a)] \text{ times } 100$).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = $[(b + c + d + e) \text{ divided by } (a)].$

- C. Proficiency rate =
 - a. # of children with IEPs in assessed grades;
 - b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = $[(b) \text{ divided by } (a)] \text{ times } 100$);
 - c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = $[(c) \text{ divided by } (a)] \text{ times } 100$);
 - d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = $[(d) \text{ divided by } (a)] \text{ times } 100$); and
 - e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = $[(e) \text{ divided by } (a)] \text{ times } 100$).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = [(b + c + d + e) divided by (a)].

FFY	Measurable and Rigorous Target
2005 (2005-2006)	A. 35% of LEAs with disability subgroups meeting the minimum “n” size meet the AYP objectives for progress for the disability subgroup. B. 97.3% participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; and alternate assessment against grade level standards. C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards: (<i>Baseline plus 1/9 difference between 100% and baseline OR the adopted state AYP goal</i>) 39% Mathematics 51% Reading

Actual Target Data for FFY 2005 (2005-2006):¹

Indicator 3A, Table 1: Percentage of LEAs Meeting AYP Objectives

AYP Performance for Students with Disabilities Subgroup	Met	Not Met
Number of LEAs with minimum “n” size	146	387
Percent of LEAs with minimum “n” size	27.4%	72.6%

Indicator 3B, Table 2: Participation of Children with Disabilities on Statewide Assessments

	Number (Math)	Percent (Math)	Number (Reading)	Percent (Reading)
a. Children with IEPs in grades assessed ²	145,539	100%	146,078	100%
b. Children with IEPs in regular assessment with no accommodations	54,329	37.3%	55,365	37.9%
c. Children with IEPs in regular assessment with accommodations	74,559	51.2%	74,209	50.8%
d. Children with IEPs in alternate assessment against grade level standards	14,502	10.0%	14,514	9.9%
e. Children with IEPs in alternate assessment against alternate achievement standards	0	0%	0	0%
Total tested	143,390	98.5%	144,088	98.6%

¹ ODE used assessment data collected for the purposes of determining AYP to report on this indicator. The participation and performance data are taken from data collected for reporting under section 618 (see Table 6, submitted in conjunction with this report).

² The total of 145,539 in row (a) is greater than the sum of rows (b), (c), (d), and (e) due to the number of children with IEPs who were not assessed in math in 2005-2006. Likewise, the total of 146,078 in row (a) is greater than the sum of rows (b), (c), (d), and (e) due to the number of children with IEPs who were not assessed in reading in 2005-2006.

Indicator 3B, Table 3: Participation Rate of Children with Disabilities: Reading and Math Combined

Participation Rate	
Required tests for children with IEPs in grades assessed	291,617
Required tests taken for children with IEPs in regular assessment with no accommodations; regular assessment with accommodations; and alternate assessment against grade level standards	287,478
Percent	98.6%

Indicator 3C, Table 4: Performance of Children with Disabilities on Statewide Assessments

	Number (Math)	Percent (Math)	Number (Reading)	Percent (Reading)
a. Children with IEPs in grades assessed ³	145,539	100%	146,078	100%
b. Children with IEPs who are proficient or above as measured by the regular assessment with no accommodations	22,538	15.5%	27,944	19.1%
c. Children with IEPs who are proficient or above as measured by the regular assessment with accommodations	23,914	16.4%	31,434	21.5%
d. Children with IEPs who are proficient or above as measured by the alternate assessment against grade level standards	11,594	8.0%	11,601	7.9%
e. Children with IEPs who are proficient or above as measured against alternate achievement standards	0	0%	0	0%
Total proficient	58,046	39.9%	70,979	48.6%

Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

Target 3A: ODE did not meet the target of 35%. 27.4% of LEAs with disability subgroups meeting the minimum “n” size (n=45) met the AYP objectives for progress for the disability subgroup, reflecting slippage of 7.6%.

Target 3B: ODE met the target of 97.3% for the participation of children with disabilities on statewide assessments. The 98.6% participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; and alternate assessment against grade level standards exceeds the target by 1.3%.

Target 3C: ODE met the target of 39% for the mathematics proficiency rate. 39.9% of children with IEPs scored proficient or above on statewide mathematics assessments, exceeding the target by 0.9%. ODE did not meet the target of 51% for the reading proficiency rate. 48.6% of children with IEPs scored proficient or above on statewide reading assessments, reflecting slippage of 2.4%.

The slippage for measurements A and C is likely reflective of the additional grades tested in 2005-2006, which led to an increase in the number of LEAs meeting the minimum “n” size for the disability subgroup

³ The total of 145,539 in row (a) is greater than the sum of rows (b), (c), (d), and (e) due to the number of children with IEPs who were not proficient or above in 2005-2006, as measured by the regular math assessment with no accommodations, the regular math assessment with accommodations, or the alternate math assessment against grade level standards. Likewise, the total of 146,078 in row (a) is greater than the sum of rows (b), (c), (d), and (e) due to the number of children with IEPs who were not proficient or above in 2005-2006, as measured by the regular reading assessment with no accommodations, the regular reading assessment with accommodations, or the alternate reading assessment against grade level standards.

(n=45). In 2005-2006, the number of LEAs meeting the “n” size (and therefore the number of LEAs included in the calculation for measurement A) increased from 384 to 533. The number of students with IEPs in the grades assessed (and therefore the number of students included in the calculation for measurement C) increased from 120,090 to 145,539 in math and from 118,824 to 146,078 in reading.

Although ODE did not meet the reading target for measurement C, proficiency rates for students with disabilities increased from 2004-2005 to 2005-2006 in both math and reading, despite the additional grades tested. The 39.9% proficiency rate for students with disabilities in math reflects an increase of 8.3% from 2004-2005. Likewise, the 48.6% proficiency rate for students with disabilities in reading reflects an increase of 3.7% from 2004-2005. These data show that Ohio is continuing to make progress in improving the performance of students with disabilities.

Discussion of Improvement Activities Completed for FFY 2005 (2005-2006):

OEC utilized its State Improvement Grant (SIG) and additional Part B discretionary funds to integrate both academic and behavioral components as part of a cohesive system of support for improving the performance of learners most at-risk, through the development of Ohio’s Integrated Systems Model (OISM). Implementation at the LEA level expanded from a building focus to a district focus. During the 2005-2006 school year, 29 LEAs received funding to implement OISM. To date, 226 LEAs have implemented a school-wide academic framework, a school-wide behavioral framework, or an integrated system of support, either locally supported or funded through grants. In these LEAs, 779 buildings have implemented some level of the OISM framework, representing 19% of all Ohio public schools.

LEAs selected for focused monitoring based on the performance of students with disabilities on statewide assessments developed action plans to improve performance. See indicator 15 for additional details about the focused monitoring process.

OEC accessed the resources and expertise of the National Access Center by participating in information sharing activities (PowerPoint presentations and webinars) focused on improving educational outcomes for elementary and middle school students with disabilities.

OEC promoted and developed the use of tools to support differentiated instruction and alignment with Ohio’s academic content standards. OEC developed the IEP inter-rater agreement tool, which provides examples of IEP statements strategically designed to support improved student performance. Updates to the inter-rater tool were completed in January 2006. OEC worked with the Center for Special Needs Populations at Ohio State University to develop a data tool entitled *How Does Your School Measure Up?*, designed to assist school leaders in analyzing local report card data.

OEC updated training materials on alternate assessment and provided training opportunities to LEA personnel. Each of the 16 SERRCs used the updated materials to provide multiple training sessions to district administrators, special education personnel, and regular education personnel.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006):

Due to the increasing number of LEAs not meeting AYP for the disability subgroup, OEC will implement the following improvement activities:

OEC will utilize Part B discretionary funds to expand the implementation of an integrated model of academic and behavioral support for improving the performance of learners most at-risk. OEC will align OISM implementation with Ohio’s intervention standards, designed to establish consistency in the delivery of intervention supports for all students across the state.

In collaboration with stakeholders, OEC will develop and implement a system of response to intervention, including guidelines, resource materials, and technical assistance through the regional service system, as a means to support all educational personnel in the provision of tiered interventions and supports to meet the needs of all students.

OEC will align the work of the SERRCs with Ohio’s Regional School Improvement Teams (RSITs) to ensure coordination in regional services and school improvement efforts intended to increase student achievement in all LEAs.

OEC will fully implement the restructured focused monitoring process with LEAs. (During the 2006-2007 school year, OEC restructured the focused monitoring process to base LEA selection solely on the performance of students with disabilities in reading and math.) The review process now requires LEAs to examine multiple performance measures (prevention, assessment, collaboration, least restrictive environment, instruction, discipline, transition and compliance) within the context of student achievement.

ODE will formally recognize *Schools of Distinction* in which all students, including students with disabilities, achieve high academic performance. OEC will collect and disseminate research on the effective practices that enable the success of these schools.

OEC will continue to utilize resources provided by national technical assistance centers to identify successful strategies to implement at the state and local level, in order to meet the targets for this indicator.

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

- A. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by the (# of districts in the State)] times 100.
- B. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity) divided by the (# of districts in the State)] times 100.

Include State’s definition of “significant discrepancy.”

FFY	Measurable and Rigorous Target
2005 (2005-2006)	A. 7.1% of LEAs with significant discrepancies in the rates of suspensions for children with disabilities. 1.0% of LEAs with significant discrepancies in the rates of expulsions for children with disabilities. B. Measurement B of this indicator is new and baseline and targets are provided in the revised State Performance Plan.

Actual Target Data for FFY 2005 (2005-2006): Measurement A *

Indicator 4A, Table 1: Percent of LEAs with Significant Discrepancies in the Rates of Suspensions and Expulsions of Greater Than 10 Days in a School Year

	Suspensions	Expulsions
LEAs with discrepancies	112	14
Total LEAs	987	987
Percent	11.35%	1.42%

Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006): Measurement A

Data reflect slippage in both suspensions and expulsions. One explanation for slippage is that changes in data aggregation routines enabled the inclusion of students with multiple disciplinary consequences for

* ODE used data collected for reporting under section 618, Table 5 as a data source for reporting on this indicator.

single occurrences. (For example, suspensions that terminate in expulsion are now counted as two separate events). Thus, slippage can largely be attributed to improvements in accuracy of data analysis. The collection of longitudinal data over subsequent years will enable OEC to analyze trends in suspension and expulsion rates and investigate the nature of slippage for this indicator.

Discussion of Improvement Activities Completed for FFY 2005 (2005-2006): Measurement A

OEC integrated both academic and behavioral components as part of a cohesive system of support for improving the performance of learners most at-risk through the development of Ohio's Integrated Systems Model (OISM). See Indicator 3 for additional details about OISM.

OEC collaborated with the Ohio Association of Elementary School Administrators (OAESA) and the Ohio Association of Secondary School Administrators (OASSA) to provide initial training in positive behavior supports (PBS) to principal-led building teams. During the 2005-2006 school year, 198 principle-led building teams were provided training. To date, 654 schools have implemented a school wide positive behavior support framework, representing 15.9% of all Ohio public schools.

Over the past three years, OEC identified suspension as a priority area for focused monitoring, using data for out-of-school suspensions per 100 students (as reported by LEAs) as the indicator and the data point to rank LEAs for selection. Each suspension was counted as an incidence and contributed to the 'per 100' calculation. Focused monitoring action plans were unique to the LEA, however, in the area of discipline LEAs demonstrated consistent themes related to tracking office referrals and disciplinary actions. All action plans contained initiatives that focused on the implementation of positive behavioral supports and the collection and analysis of data to guide interventions.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006): Measurement A

ODE recognizes the need to target improvement activities to specific LEAs that are identified with significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. ODE has identified the following improvement activities designed to directly impact this indicator:

- OEC will examine the current level of connection to Ohio's Integrated Systems Model, positive behavioral support frameworks, focused monitoring, and other improvement initiatives among LEAs identified with significant discrepancies. OEC will collaborate with the Office of Safety, Health and Nutrition to determine if initiatives related to school climate or behavior are in place in the identified LEAs.
- OEC will develop and disseminate self-study materials that enable LEAs identified with significant discrepancies to analyze their discipline data and practices relating to the use of positive behavioral interventions and supports. The identified LEAs will utilize findings from self-evaluation to develop action plans to target efforts for reducing and eliminating discrepancies in suspension and expulsion rates.
- In collaboration with regional service personnel, OEC will provide technical assistance as LEAs complete action plans and implement improvement activities for reducing and eliminating discrepancies in suspension and expulsion rates.

Measurement B of this indicator is reported in the revised State Performance Plan, submitted February 1, 2007.

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

See page 1.

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21:

- A. Removed from regular class less than 21% of the day;
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

(20 U.S.C. 1416(a)(3)(A))

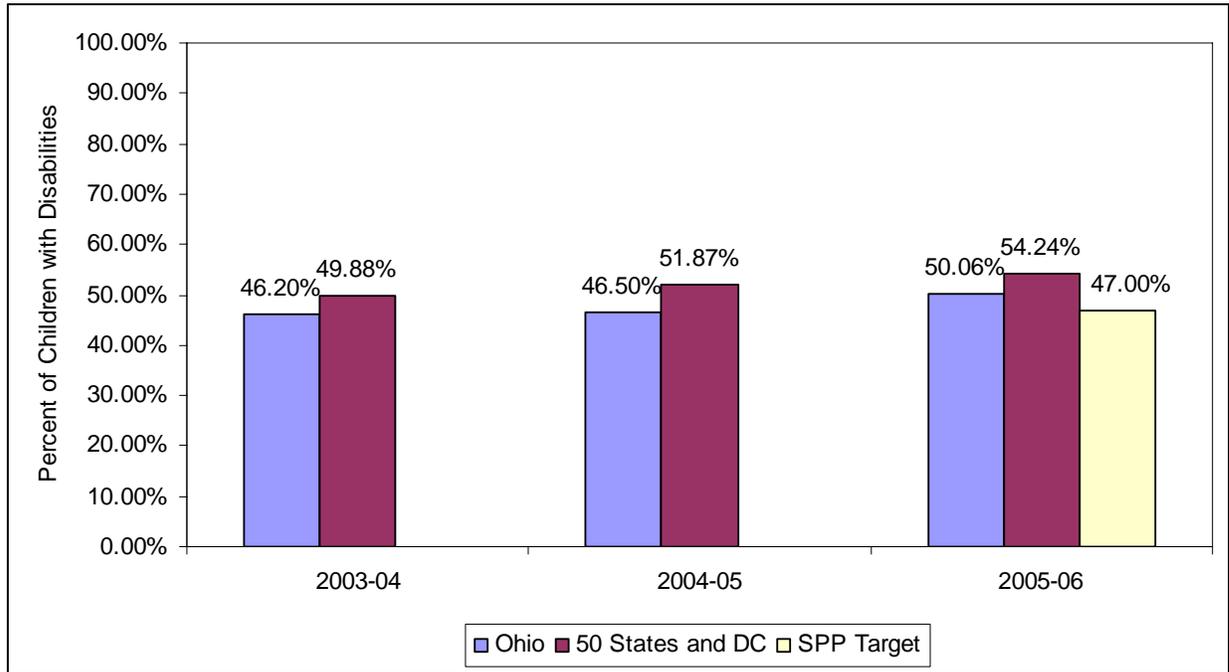
Measurement:

- A. Percent = [(# of children with IEPs removed from regular class less than 21% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs removed from regular class greater than 60% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

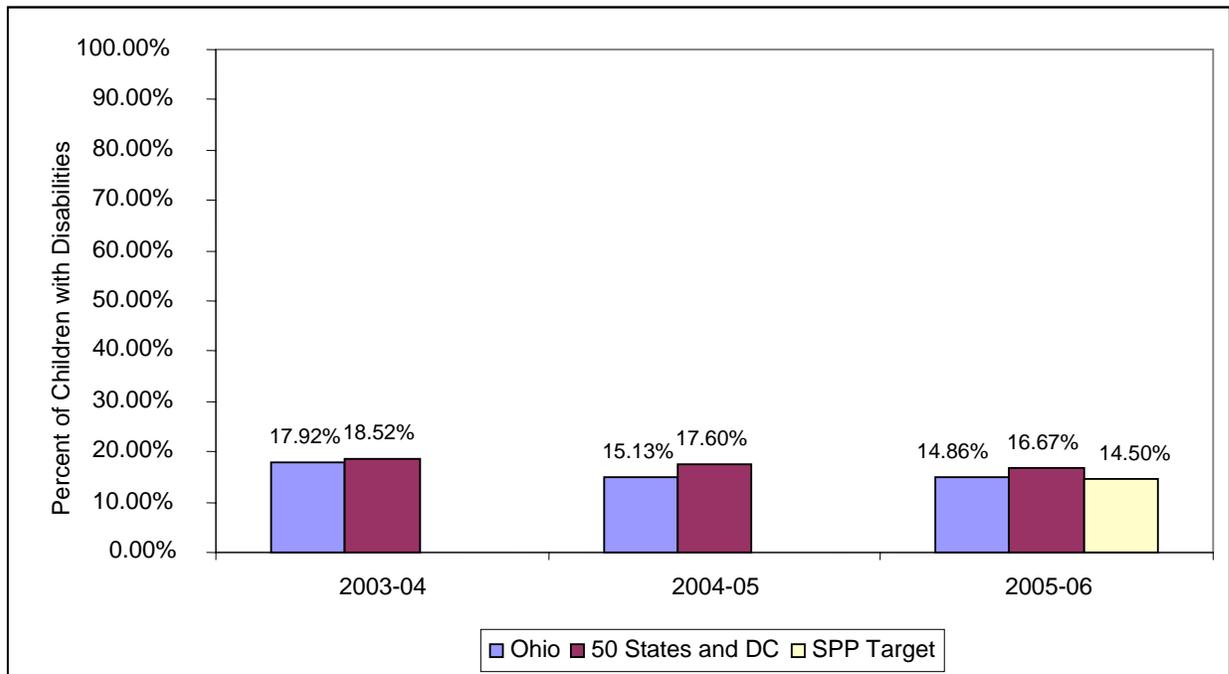
FFY	Measurable and Rigorous Target
<p>2005 (2005-2006)</p>	<ul style="list-style-type: none"> A. The percent of children with disabilities removed from the regular classroom less than 21% of the day is 47%. B. The percent of children with disabilities removed from the regular classroom greater than 60% of the day is 14.5%. C. The percent of children with disabilities who are served in public or private separate schools, residential placements, or homebound or hospital placements is 6.5%.

Actual Target Data for FFY 2005 (2005-2006):

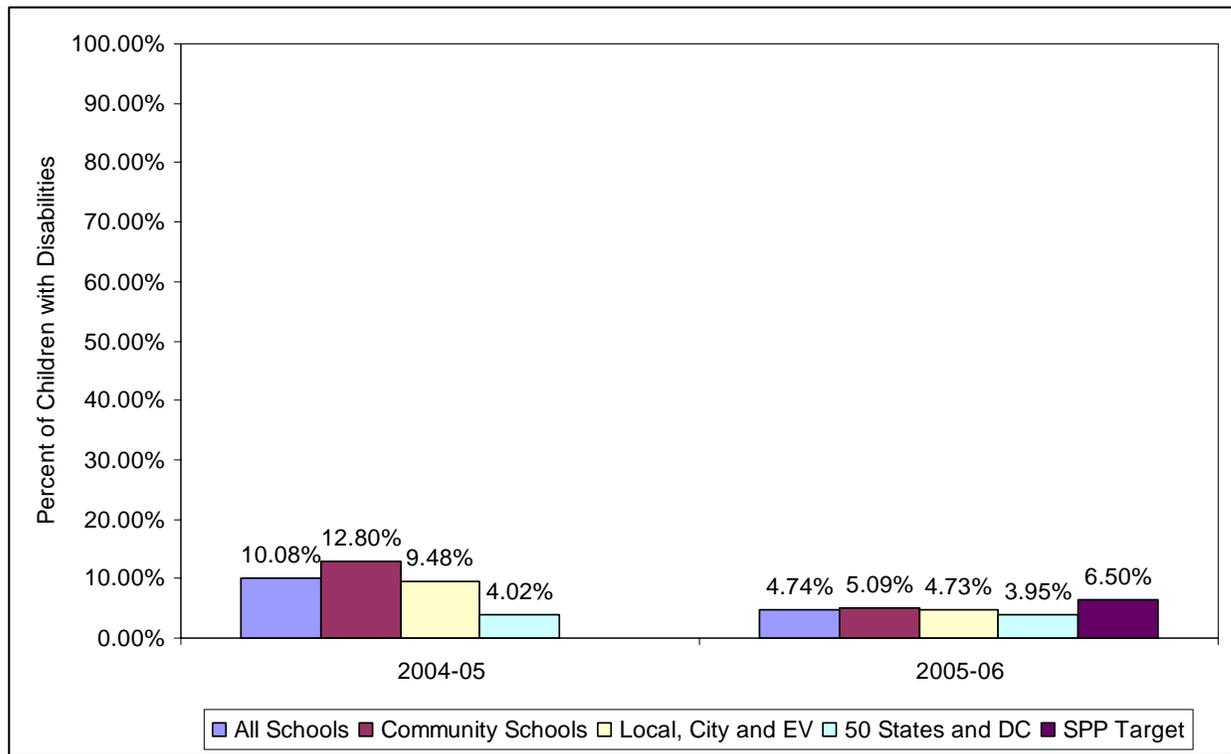
Indicator 5, Figure 1: Percent of Children with Disabilities Removed from the Regular Classroom Less than 21% of the Day



Indicator 5, Figure 2: Percent of Children with Disabilities Removed from the Regular Classroom More than 60% of the Day



Indicator 5, Figure 3: Percent of Children with Disabilities Educated in a Separate Facility



Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):*

Target 5A: The target established for the percent of students removed from regular classroom less than 21% of the day was 47%. Actual data reported for the 2005-2006 school year show that 50.06% of children with disabilities were removed from the regular classroom less than 21% of the day. The actual data exceed the target by 3.06%.

Target 5B: The target established for the percentage of children with disabilities removed from the regular classroom more than 60% of the day was 14.5%. Actual data reported for the 2005-2006 school year show that 14.86% of children with disabilities were removed from the regular classroom more than 60% of the day, reflecting slippage of 0.36%.

Target 5C. The target established for the percentage of children educated in a separate facility was 6.5%. Actual data reported for the 2005-2006 school year show that 4.74% of children with disabilities were educated in a separate facility (per the OSEP definition of such). The actual data exceed the target by 1.76%.

Discussion of Improvement Activities Completed for FFY 2005 (2005-2006):

OEC’s work related to this indicator has focused on providing guidance to clarify reporting for least restrictive environment (LRE) data, and supporting the work of LEAs to provide greater access to the general curriculum for children with disabilities.

OEC provided documentation outlining and further clarifying data definitions and formulae for calculating LRE time, specifically for those LEAs with the lowest performance on this indicator. OEC included this

* ODE did not provide the numbers used to calculate the percentages for this indicator, based upon OSEP’s guidance that states are not required to provide the actual numbers if they are using percentages from the 618 data that have been previously calculated and are presented on IDEADATA.org. The 618 data used to calculate these percentages are available at IDEADATA.org.

information in the 2005-2006 and 2006-2007 Education Management Information System (EMIS) manuals (EMIS data definitions match the OSEP educational placement definitions). In addition, OEC helped to coordinate regional EMIS presentations, which provided technical assistance around calculating time removed from the regular classroom. OEC conducted multiple presentations to LEA personnel throughout the state through SERRC sponsored professional development sessions.

OEC identified the delivery of services in the least restrictive environment as a priority for the focused monitoring process. In addition to other indicator areas, LEAs are selected for review based upon the percent of students with disabilities spending 80% or more of the school day in the general education setting. Data show a significant increase in time spent in general education settings. OEC personnel have supported LEAs in the development of consistent procedures for collecting and coding LRE data.

OEC continued to collaborate with the Center for Special Needs Population at the Ohio State University, SERRCs, and other regional service providers to ensure greater access to the general curriculum for children with disabilities.

In addition to the \$1.9 million in Part-D funds; OEC provided \$2.75 million to fund discretionary competitive grants to support implementation of Ohio's Integrated Systems Model. OEC collaborated with the University of Cincinnati and the Center for Special Needs Populations to review data collected by OISM sites throughout the state, in order to evaluate the effectiveness of this systems change model in providing access to the general curriculum for children with disabilities.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006):

Examination of data trends shows consistent improvement in the education of children with disabilities in the least restrictive environment. More children with disabilities are receiving special education and related services in less restrictive settings.

ODE will continue to support LEAs in their efforts to increase access to the general curriculum for children with disabilities. At this time ODE plans no revisions to the established targets for this indicator.

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

See page 1.

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

(20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = [(# of preschool children with IEPs who received special education services in settings with typically developing peers) divided by the (total # of preschool children with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	69% of preschool children with IEPs receive special education and related services in settings with typically developing peers.

Actual Target Data for FFY 2005 (2005-2006):

Indicator 6, Table 1: Percent of Preschool Children with IEPs Receiving Services with Typically Developing Peers

Preschool LRE	
Number of preschool children with IEPs	22,702
Number of preschool children with IEPs receiving services with typically developing peers	14,175
Percent	62.4%

Indicator 6, Table 2: Preschool Settings

Educational Environment	Number of Children with Disabilities Served	Percentage of All Preschool Children with Disabilities Served in the Setting
Early Childhood Setting	6,019	26.51%
Early Childhood Special Education Setting	13,833	60.93%
Home	447	1.97%
Part-time Early Childhood/Part-time Early Childhood Special Education Setting	683	3.01%
Residential Facility	7	0.03%
Separate School	1,042	4.59%

Itinerant Service Outside the Home	671	2.96%*
Reverse Mainstream Setting	*	*
Total	22,702	100%

* Itinerant service outside the home and reverse mainstream setting are optional reporting categories.

Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

In 2005-2006, 14,175 of 22,702 preschool children with disabilities were educated in settings with typically developing peers, representing 62.4%. ODE did not meet the target of 69% for this indicator, reflecting slippage of 6.6%. ODE set targets for 2005-2006 based upon previous federal definitions, which included early childhood settings, home, and part-time early childhood/part-time early childhood special education settings in the measurement for this indicator. ODE included only children with disabilities educated in settings with four or more nondisabled children in its calculation of the number of preschool children with IEPs who received special education services in settings with typically developing peers. Revised federal definitions have changed the measurement to include only early childhood settings in which nondisabled children comprise at least 50% of total enrollment. OELSR will collect data based upon these revised definitions beginning in 2006-2007, thereby establishing a new baseline for this indicator. OELSR will utilize the baseline data to set performance targets and monitor progress and slippage accordingly.

Discussion of Improvement Activities Completed for FFY 2005 (2005-2006):

ODE established five performance measures for preschool special education, one of which is the percent of preschool children with IEPs who receive special education in settings with typically developing peers. The Office of Early Learning and School Readiness (OELSR) facilitated biannual meetings with supervisors of preschool special education programs to examine local service delivery options in relation to performance measures, targets, definitions, and data collection procedures.

During the 2005-2006 school year OELSR convened a stakeholder meeting with representation from state agencies, LEAs, early intervention service providers, and advocacy groups to obtain input on options and partnerships related to inclusion. The stakeholder group recommended various improvement strategies, including: revision of ODE’s data collection system to include the number of typically developing peers in various preschool special education settings, universal access for pre-kindergarten, and enhancement of service delivery partnerships.

In response to these recommendations, ODE modified the data collection system in order to determine the number of typically developing peers enrolled in preschool programs provided by county boards of mental retardation and developmental disabilities (MR/DDs), thus obtaining more accurate data on the total number of preschool children with IEPs receiving special education and related services in settings with typically developing peers.

During the 2005-2006 school year OELSR selected five LEAs for review based upon the number of typically developing peers enrolled in the LEA’s preschool special education program. Personnel from OELSR and OEC collaborated to conduct the reviews, and each LEA developed action plans for improvement. During the 2006-2007 school year OELSR personnel will conduct quarterly follow-up visits with the LEAs to monitor implementation of improvement activities and correction of noncompliance.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006):

Beginning July 1, 2007, ODE will require LEAs to implement the Early Learning Program Guidelines, which identify key components of high quality early childhood education programs and support access to the general curriculum and placement in the least restrictive environment. During the 2007-2008 school year, OELSR personnel and regional service providers will support LEA preschool programs in the alignment of policies and procedures to the Early Learning Program Guidelines.

As discussed previously, ODE will establish a new baseline for this indicator during the 2006-2007 school year, due to changes to federal definitions of LRE settings. OELSR will obtain input from stakeholders to set new measurable and rigorous performance targets according to the baseline data. In addition,

OELSR will continue to inform and provide technical assistance to LEAs regarding the new definitions, to ensure accuracy in data reporting.

In the 2007-2008 school year, OELSR will reinstate focused monitoring for preschool education environments. OELSR will determine selection criteria based upon the new baseline (representing data collected according to the revised federal definitions) and performance targets for this indicator.

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

See page 1.

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. Positive social-emotional skills (including social relationships):

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level

nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.

d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.

b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.

d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Provide baseline data and project targets in the FFY 2006 APR.

Actual Target Data for FFY 2005 (2005-2006):

This indicator is reported in the revised State Performance Plan, submitted February 1, 2007.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006):

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

See page 1.

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent 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.

(20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Provide baseline data and project targets in the revised State Performance Plan.

Actual Target Data for FFY 2005 (2005-2006):

This indicator is reported in the revised State Performance Plan, submitted February 1, 2007.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006):

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

See page 1.

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State’s definition of “disproportionate representation.”

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Provide baseline data and project targets in the revised State Performance Plan.

Actual Target Data for FFY 2005 (2005-2006):

This indicator is reported in the revised State Performance Plan, submitted February 1, 2007.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006):

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

See page 1.

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State’s definition of “disproportionate representation.”

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Provide baseline data and project targets in the revised State Performance Plan.

Actual Target Data for FFY 2005 (2005-2006):

This indicator is reported in the revised State Performance Plan, submitted February 1, 2007.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006):

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

See page 1.

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations were completed within 60 days (or State established timeline).

Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b + c) divided by (a)] times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Provide baseline data and project targets in the revised State Performance Plan.

Actual Target Data for FFY 2005 (2005-2006):

This indicator is reported in the revised State Performance Plan, submitted February 1, 2007.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006):

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

See page 1.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

Account for children included in a but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d)] times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of children referred by Part C prior to age 3 who are found eligible for Part B have an IEP developed and implemented by their third birthdays.

Actual Target Data for FFY 2005 (2005-2006):

Indicator 12, Table 1: Percent of Children Found Eligible for Part B with an IEP in Place by Their Third Birthdays

Transition From Part C to Part B Within Timelines	
a. Number of children served in Part C and referred to Part B	2,621 ¹
b. Number of children referred and determined to be NOT eligible (prior to their third birthdays)	Unable to calculate ²
c. Number of children found eligible who had an IEP in place by their third birthdays	1,930
d. Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services	186 ³
e. Percent found eligible who have an IEP in place by their third birthdays	73.6%

¹ The total of 2,621 in row (a) is greater than the sum of rows (b), (c), and (d) due to the number of children found eligible who did not have an IEP in place by their third birthdays. The total of 2,621 was

calculated from data obtained through onsite verification, and includes only those children found eligible for Part B, and not all those referred.

²The data for (b) will be collected through EMIS beginning in the 2006-2007 school year. These data could not be obtained during 2005-2006 because the information was not previously maintained by LEAs.

³The data for (d) will be collected through EMIS beginning in the 2006-2007 school year. The data reported were collected through onsite verification and these data are based upon parent choice, not specifically parent refusal. Therefore, the data for (d) were not included in the calculation for this indicator. This information was not maintained by LEAs prior to 2006-2007.

The above table represents data collected during onsite verification visits conducted by the Office of Early Learning and School Readiness (OELSR) to verify data reported by LEAs through EMIS. Based upon advisement from OSEP, ODE selected all LEAs serving age three children for verification visits. This data verification process encompassed a review of child files for both the 2004-2005 and 2005-2006 school years. OELSR reviewed records for all children who were age three during either of these years. OELSR reviewed and verified records from all LEAs.

Beginning in the 2006-2007 school year, all LEAs will submit Part C to Part B transition data through the EMIS data collection system. EMIS will be the sole data source for reporting on this indicator in the FFY 2006 APR and annually thereafter.

Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

Data obtained through onsite verification revealed:

- 31.4% of LEAs with children transitioning from Part C to Part B demonstrated full compliance;
- 55% of LEAs with children transitioning from Part C to Part B in both 2004-2005 and 2005-2006 improved compliance rates in 2005-2006 (improvement could not be calculated for LEAs that did not have children transitioning in both years); and
- 73.6% of children transitioning from Part C to Part B had an IEP in place by their third birthdays, compared to 56.8% in 2004-2005. (Though the compliance rate for 2004-2005 is reported at 27.9% in the SPP (based upon EMIS data), onsite verification of 2004-2005 data for all LEAs indicated an actual compliance rate of 56.8%).

ODE did not meet the 100% target for this indicator. Additional time required to determine eligibility and develop IEPs beyond the third birthday ranged from 1 to 234 days. LEAs provided the following reasons for the delays: parent choice (including parent refusal), shortage of LEA personnel for conducting evaluations, and health issues. Parent choice, including parent refusal, accounted for 27% of the IEPs not developed by the third birthday.

The measurement for this indicator was obtained by dividing (c) [1,930 children found eligible for Part B who had an IEP in place by their third birthdays] by (a) [2,621 children served in Part C and referred to Part B]. As discussed previously, the data for (d) were not included in the calculation for this indicator, because the data represent delays in evaluation due to parent choice, not specifically parent refusal. If the data for (d) [186 children for whom parent refusal caused delays in evaluation] were subtracted from (a) to obtain the percentage, the measurement for this indicator would increase to 79.3%. Reasons for delays (including parent refusal) will be collected from all LEAs through EMIS beginning in 2006-2007.

Discussion of Improvement Activities Completed for FFY 2005 (2005-2006):

OELSR provided a list of LEA personnel designated to serve as contacts for Part C service coordinators to the Ohio Department of Health (ODH), the agency responsible for Part C. (ODH coordinates Part C services through its Help Me Grow program). This contact information enabled service coordinators to effectively schedule transition conferences and make referrals. In addition, ODE drafted legislative language for the development of a data interface with ODH's data collection system to improve inter-agency coordination of transition from Part C to Part B.

OELSR collected transition data and related information during the 2005-2006 school year through the EMIS data collection system, onsite data verification visits, surveys completed by LEAs, and the

application process for federal funds (Comprehensive Continuous Improvement Plan [CCIP]). ODE required LEAs to include Part C to Part B transition strategies as part of their CCIPs. ODE reviewed CCIP applications, denied approval of plans lacking transition strategies, and required revision before disbursement of funds. ODE provided Part B discretionary funds to support the evaluation of current transition strategies and the implementation of proposed strategies, such as increasing availability during the summer of LEA personnel responsible for conducting evaluations.

ODE co-chaired the Transition Committee of the Ohio Department of Health's Help Me Grow Advisory Council. The work of the committee focused on systemic continuous improvement planning, policy changes, and technical support for compliance. The committee facilitated the development of a model framework for local agreements between Part C service providers and LEAs (finalized in December of 2006).

A cross-agency team with representation from ODE and ODH provided technical assistance to LEAs and Help Me Grow (HMG) programs. In addition, SERRC personnel worked with LEAs to develop CCIP transition strategies. SERRCs targeted districts that did not have 100% of evaluations completed and IEPs in place within timelines.

OELSR conducted onsite data verification visits in 62 LEAs whose data indicated noncompliance. OELSR identified LEAs with significant noncompliance and required LEA personnel to attend a regional meeting for the purpose of developing a corrective action plan for transition. OELSR personnel, along with Part C service coordinators, county MR/DD representatives, and Early Childhood Coordinators from the SERRCs, provided technical assistance to LEAs during the regional meetings. ODE required LEAs to submit corrective action plans for approval. OELSR will conduct additional onsite data verification visits in the winter of 2007 to monitor implementation of corrective action plans.

OELSR facilitated a video conference in the fall of 2005 on the topic of differentiated referral and eligibility impacting the transition process. OELSR conducted the conference with Ohio's eight largest LEAs, which account for 60% of the children eligible for Part C services. In addition, OELSR developed and disseminated a technical assistance document entitled *Countdown to Transition: LEA Responsibilities*, designed to clearly identify timelines for transition from Part C to Part B, and to serve as a common communication tool between ODE and ODH.

The improvement activities described above were implemented based upon recommendations received from stakeholders in November 2005.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006):

Beginning in the 2006-2007 school year, LEAs will submit Part C to Part B transition data through the EMIS data collection system. EMIS will be the sole data source for reporting on this indicator in the FFY 2006 APR and annually thereafter.

Using transition data obtained from EMIS and CCIPs, OELSR will select LEAs for onsite verification visits and corrective action planning. Beginning in 2007-2008, OELSR will select LEAs for review according to CCIP cohorts, thus ensuring that every LEA will be reviewed during a three-year period. ODE will require the following actions from LEAs with identified noncompliance:

- LEAs with compliance rates of 75 to 99% will submit corrective action plans to ODE;
- Though all LEAs may request technical assistance from regional service providers, LEAs with compliance rates of 50 to 74% will work with regional service centers to evaluate the effectiveness of transition strategies and develop corrective action plans in collaboration with Part C service coordinators; and
- LEAs with compliance rates below 50% will attend technical assistance meetings facilitated by ODE and ODH to evaluate inter-agency agreements, identify strategies to enhance the transition process, and develop corrective action plans in collaboration with Part C service coordinators.

Currently, ODE is reviewing criteria and procedures for implementing sanctions based upon noncompliance, to be completed by spring 2007.

Part C service providers (Help Me Grow programs) and LEAs have previously attributed noncompliance to difficulty evaluating children who begin receiving Part C services less than 90 days before their third birthdays. ODH has revised its policies to enable such children to be evaluated jointly by the HMG program and the LEA, in order to coordinate services provided by the HMG program prior to the third birthday and services provided by the LEA after the third birthday. In addition, HMG programs will refer children suspected of having a disability who begin receiving Part C services less than 45 days before their third birthdays directly to the LEA for evaluation. ODH and ODE will not require that such children have an IEP in place by the third birthday.

OELSR will continue to provide technical assistance on eligibility to LEAs and Part C service providers, including conducting regional meetings regarding differentiated referral and eligibility impacting the transition process, and disseminating the *Countdown to Transition: LEA Responsibilities* document. Technical assistance for improving transition from Part C to Part B will be based upon the model framework for local agreements between Part C service providers and LEAs, developed in partnership by ODE and ODH. A cross-agency team will continue to provide onsite technical assistance to transition teams comprised of Part C service providers and LEA personnel.

During the 2006-2007 school year, ODE and ODH will revise their current inter-agency agreement, specific to the coordination of Part B and Part C services. This agreement, in addition to recommendations provided by stakeholders, will drive the improvement activities related to this indicator.

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

See page 1.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

FFY	Measurable and Rigorous Target
<p>2005 (2005-2006)</p>	<p>Provide baseline data and project targets in the revised State Performance Plan.</p>

Actual Target Data for FFY 2005 (2005-2006):

This indicator is reported in the revised State Performance Plan, submitted February 1, 2007.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006):

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

See page 1.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

FFY	Measurable and Rigorous Target
<p>2005 (2005-2006)</p>	<p>Provide baseline data and project targets in the FFY 2006 APR.</p>

Actual Target Data for FFY 2005 (2005-2006):

This indicator is reported in the revised State Performance Plan, submitted February 1, 2007.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006):

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

See page 1.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of findings of noncompliance are corrected within one year of identification.

Actual Target Data for FFY 2005 (2005-2006):

Indicator 15, Table 1: Identification and Correction of Noncompliance

	Total Findings *	Findings Related to Monitoring Priorities Corrected Within One Year	Percent of Findings Related to Monitoring Priorities Corrected Within One Year
Complaints	45	45	100%
Management Assistance Review	39	39	100%
Focused Monitoring	48	44	91.7%
Total	132	128	97.0%

* Totals in this table represent the number of LEAs with findings of noncompliance.

Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

ODE did not meet the 100% target for this indicator. Four LEAs engaged in focused monitoring failed to demonstrate correction of all identified noncompliance within one year. Reasons provided by LEAs as to why noncompliance was not corrected within the allotted time include: leadership and personnel turnover, citation on areas considered difficult to correct within one year, and internal resistance to systemic change. OEC imposed on each LEA corrective action needed to reach full compliance. OEC conducted follow-up activities to ensure that the LEAs met corrective action timelines and demonstrated full compliance.

Discussion of Improvement Activities Completed for FFY 2005 (2005-2006):

OEC's Complaint Team continued to monitor complaint timelines and worked with the assigned consultants to ensure that timelines were met. During the 2005-2006 school year, 45 of 45 LEAs identified for corrective action through the complaint investigation process completed corrective action within one year.

OEC selected 39 LEAs for management assistance reviews during 2005-2006, and verified correction of noncompliance within one year for all 39.

During 2005-2006 OEC conducted follow-up activities with the 48 LEAs selected for focused monitoring during the 2004-2005 school year. OEC reviewed a sampling of records in each of the 48 LEAs and verified the correction of all noncompliance in the areas identified in the focused monitoring summary reports in 44 of the 48 LEAs. OEC required corrective action in the four remaining LEAs and identified the steps needed and the timeframe allotted to achieve full compliance.

In addition to the follow-up activities completed with the 48 LEAs noted above, OEC selected 45 LEAs for participation in focused monitoring during the 2005-2006 school year. Priority areas for selection during the 2005-06 school year included:

- a) Performance results for students with disabilities on the third-grade reading achievement test;
- b) Performance results for students with disabilities on the third-grade math achievement test;
- c) The performance gaps between nondisabled students and students with disabilities in achievement scores at the eighth grade level in reading and math;
- d) Ohio Graduation Test performance results for students with disabilities in reading and math;
- e) Frequency of discipline incidences for students with disabilities (out-of-school suspensions);
- f) LRE – amount of time a student receives instruction in the general classroom setting;
- g) Educational Environment – opportunities preschool students have to spend with typically developing peers;
- h) Disproportionality – the overrepresentation of children from various racial or ethnic groups in the area of disability identification.

The state advisory panel met quarterly and received annual updates related to focused monitoring. The panel examined the link between selected priorities and improved performance. With stakeholder input, OEC restructured the focused monitoring process in 2006-2007 to base LEA selection solely on the performance of students with disabilities in reading and math. The review process now requires LEAs to examine multiple performance measures (prevention, assessment, collaboration, least restrictive environment, instruction, discipline, transition and compliance) within the context of student achievement.

OEC promoted the use of the IEP inter-rater agreement tool to support compliance and student achievement. OEC developed the inter-rater tool to provide examples of Individualized Education Program (IEP) statements that enable educators, parents and administrators to design plans that support improved student performance. Updates to the inter-rater tool were completed in January 2006.

The development of an office-wide database designed to compile all data on a given LEA or a given group of LEAs within the state was not completed during the 2005-2006 school year. This tool, which will

allow OEC to analyze trends and patterns of noncompliance and track multiple timelines simultaneously, is slated for completion and implementation during the 2007-2008 school year.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006):

OEC will ensure that LEAs selected for focused monitoring receive training by regional service providers using the IEP inter-rater agreement tool, in order to develop IEPs that meet compliance and support improved student performance.

In addition, ODE will align its designation of LEA determinations with its corrective action and sanctions process to ensure that clear consequences are in place for failure to correct noncompliance, in order to meet the target of 100% for this indicator.

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

See page 1.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of signed written complaints with reports issued are resolved within timelines.

Actual Target Data for FFY 2005 (2005-2006):*

Indicator 16, Table 1: Signed, Written Complaints Resolved within Timelines

Complaint Timelines Met	
Complaints with reports issued	100
Reports within timeline	85
Reports within extended timelines	15
Percent resolved within timelines	100%

Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

ODE met the target of 100% for 2005-2006. All complaints with reports issued were resolved within required timelines. This reflects improvement of 1.4% from 2004-2005.

Discussion of Improvement Activities Completed for FFY 2005 (2005-2006):

During 2005-2006, the Complaint Coordinator and the Complaint Team within OEC’s Procedural Safeguards section continued to monitor the complaint tracking sheet on a weekly basis to ensure that all complaints were resolved within required timelines. The Complaint Coordinator and Team coordinated and supported the work of the Procedural Safeguards consultants during the complaint process.

The Complaint Coordinator and Team reviewed the tracking sheet to ensure that letters of allegations and letters of findings were completed in accordance with the required timelines. The Complaint Coordinator updated and distributed the tracking sheet to consultants on a weekly basis. The Coordinator consulted

* ODE used data collected for Table 7, Information Collection 1820-0677, to report on this indicator (see Table 7, submitted in conjunction with this report).

with and assisted personnel assigned to complaint investigation who experienced difficulty adhering to the 60-day timeline in specific cases. The Complaint Coordinator and Team encouraged consultants to seek assistance and support in order to meet all required timelines.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006):

At this time ODE plans no revisions to the improvement activities, timelines and resources for this indicator.

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

See page 1.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of due process hearing requests are fully adjudicated within timelines.

Actual Target Data for FFY 2005 (2005-2006):*

Indicator 17, Table 1: Due Process Hearing Requests Fully Adjudicated within Timelines

Due Process Hearing Request Timelines Met	
Hearings (fully adjudicated)	19
Decisions within timeline	0
Decisions within extended timeline	19
Percent adjudicated within timelines	100%

Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

ODE met the target of 100% for 2005-2006. Decisions were granted for all fully adjudicated due process hearing requests within properly extended timelines. This reflects improvement of 8% from 2004-2005.

Discussion of Improvement Activities Completed for FFY 2005 (2005-2006):

OEC provided intensive training to the impartial hearing officers and the state-level review officers and emphasized the importance of meeting timelines. Other topics covered during training included: federal law, case law, Ohio's Operating Standards, sufficiency determinations, the IEP process, and the IEP inter-rater agreement tool developed by OEC.

OEC monitored practices and activities to ensure compliance with federal requirements by examining extended timelines, verifying rationales for extensions, and closely monitoring timelines. In addition, OEC

* ODE used data collected for Table 7, Information Collection 1820-0677, to report on this indicator (see Table 7, submitted in conjunction with this report).

ensured compliance by requiring the use of a mandatory extension request form and maintaining an open line of communication between hearing officers and the Due Process Coordinator.

OEC ensured that consultants responsible for due process worked closely with department fiscal agents to prevent the expiration of contracts and the process for renewing contracts from disrupting the work of state-level review officers and impacting decision timelines. To help facilitate this process, OEC now uses a two-year contract rather than a one-year contract for state-level review officers.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006):

At this time ODE plans no revisions to the improvement activities, timelines and resources for this indicator.

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

See page 1.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B))

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Provide baseline data and project targets in the revised State Performance Plan.

Actual Target Data for FFY 2005 (2005-2006):

This indicator is reported in the revised State Performance Plan, submitted February 1, 2007.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006):

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

See page 1.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	86% of mediations held result in mediation agreements.

Actual Target Data for FFY 2005 (2005-2006):*

Indicator 19, Table 1: Mediations Held Resulting in Resolution

Mediation Resolution	
(2) Mediation requests total	192
(2.1) Mediations	103
(a) Mediations related to due process	33
(i) Mediation agreements	23
(b) Mediations not related to due process	70
(i) Mediation agreements	63
(2.2) Mediations not held (including pending)	89

Indicator 19, Table 2: Percent of Mediations Held Resulting in Mediation Agreements

2005-2006	
Mediation Cases	103
Cases Resolved by Mediation	86
Cases Failed	17
Percent Resolved by Mediation	83.5%

Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

During the 2005-2006 year OEC offered mediations to more than 300 complainants. Of these, 53 accepted the offer to mediate, and combined with 50 direct requests for mediation, 103 total mediations were served. Of the 103 mediations served during 2005-2006, 86 resulted in successful resolution

* ODE used data collected for Table 7, Information Collection 1820-0677, to report on this indicator (see Table 7, submitted in conjunction with this report).

agreements, reflecting a resolution rate of 83.5%. ODE did not meet the target for this indicator, reflecting slippage of 2.5%.

Discussion of Improvement Activities Completed for FFY 2005 (2005-2006):

OEC recruited and trained a diverse pool of mediators from various fields, including: law, behavioral health, education, and many specialized areas of conflict resolution and arbitration.

OEC evaluated mediator performance based on rate of successful resolutions, meeting state and federal timelines, completing required paperwork (surveys, billing, consents, etc), and general feedback from stakeholders. In addition, mediators reviewed the satisfaction surveys completed by stakeholders to target areas for improvement.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006):

OEC will continue the improvement activities outlined in the State Performance Plan, with efforts focused on the expansion of Ohio's pool of mediators, in order to build a larger staff that is responsive to the diverse ethnic and racial makeup of the state. ODE intends to collect additional data in subsequent years for this indicator before evaluating the need for revisions to performance targets.

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

See page 1.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

Actual Target Data for FFY 2005 (2005-2006):

Indicator 20, Table 1: State Reported Data Submitted On Time and Accurate

	Number of Reports Submitted	Percentage of Reports Submitted
a. On Time	6	100%
b. Accurate	4	66.7%

Table 1: The Report of Children with Disabilities Receiving Special Education under Part B of the Individuals with Disabilities Education Act, as amended, was filed on January 31, 2006.

Table 2: Personnel (In Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities was filed on November 1, 2006.

Table 3: Part B, Individuals with Disabilities Education Act Implementation of FAPE Requirements was filed on January 31, 2006.

Table 4: Report of Children with Disabilities Exiting Special Education: School Year 2005-2006 was filed on November 1, 2006.

Table 5: Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days: School Year 2005-2006 was filed on November 1, 2006.

Table 6: Report on the Participation and Performance of Students with Disabilities on State Assessment was filed on January 31, 2006.

Explanation of Progress or Slippage that occurred for FFY 2005 (2005-2006):

ODE's submission of 100% of state-reported data by the required due dates reflects progress for this indicator. ODE did not meet the accuracy target due to reporting errors. Table 5 was not initially accepted into the U.S. Department of Education (USDOE) DANS system following the report submission, due to a reporting error caused by a figure transposition problem. Westat notified OEC of the error on November 11, 2006, and OEC filed an amended report on November 12, 2006. Table 5 was subsequently successfully accepted into the DANS system. Table 6 was not initially accepted into the USDOE DANS system following the report submission due to an error in the report. The achievement level rankings on pages 6, 7, 15 and 16 were incorrectly labeled pursuant to the reporting instructions (rankings were originally listed in reverse order). Westat notified OEC of the error on February 5, 2006, and OEC re-submitted the report on February 6, 2006.

Discussion of Improvement Activities Completed for FFY 2005 (2005-2006):

OEC met with Data Managers from the Office of Information Technology in order to submit EMIS change requests, such that changes to the data collection system were in place to enable collection of required data for the SPP and APR. OEC collaborated with the Office of Information Technology to introduce the special education record into the EMIS data collection system. ODE designed the special education record to provide data required for indicators 11, 12, 13 and 15. ODE released EMIS changes (with documentation) for LEA data submission during the 2006-2007 school year. ODE informed LEAs of the special education record through training sessions and written communications with LEA software vendors, data aggregation sites, and LEA EMIS coordinators.

The development of an office-wide database designed to compile all data on a given LEA or group of LEAs within the state was not completed during the 2005-2006 school year. This tool, which will allow OEC to analyze trends and patterns of noncompliance and track multiple timelines simultaneously, is slated for completion and implementation during the 2007-2008 school year.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005-2006):

OEC completed and filed all reports within the stated timelines, thus meeting the 100% timeliness target established for this indicator.

OEC will continue to work closely with the Office of Information Technology and the embedded Data Managers to ensure data integrity and accuracy. At this time ODE plans no revisions to the improvement activities for this indicator.