Ohio's Part B
Annual Performance Report
for 2006-2007

Revised
April 14, 2008

Ohio Department of Education

Part B State Annual Performance Report (APR) for 2006-2007

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Commonly Used Abbreviations Appearing in Ohio's APR

APR – *Annual Performance Report*

CCIP – *Comprehensive Continuous Improvement Plan*

EMIS – *Education Management Information System*

FFY – *Federal Fiscal Year*

IDEA – *Individuals with Disabilities Education Act*

IEP – *Individualized Education Program*

IHE – *Institution of Higher Education*

iLRC – *Interactive Local Report Card*

LEA – *Local Education Agency*

LRE – *Least Restrictive Environment*

NCRRC – *North Central Regional Resource Center*

OCECD – *Ohio Coalition for the Education of Children with Disabilities*

ODE – *Ohio Department of Education*

ODH – *Ohio Department of Health*

OEC – *Office for Exceptional Children*

OELSR – *Office of Early Learning and School Readiness*

OISM – *Ohio's Integrated Systems Model*

OSEP – *Office of Special Education Programs*

PBS – *Positive Behavior Supports*

RRFC – *Regional Resource and Federal Center*

RSIT – *Regional School Improvement Team*

SAPEC – *State Advisory Panel for Exceptional Children*

SPP – *State Performance Plan*

SST – *State Support Team*

USDOE – *U.S. Department of Education*

Part B State Annual Performance Report (APR) for 2006-2007

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.

To develop the FFY 2006 (2006-2007) APR the Office for Exceptional Children (OEC) at the Ohio Department of Education (ODE) maintained the internal indicator assignment and meeting structure established for submission of Ohio's FFY 2005 (2005-2006) APR. The OEC leadership team identified internal staff and staff members from other offices (such as the Office of Early Learning and School Readiness) to collect data, draft responses, and report out to the group. This group review process 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 regional meetings, indicator-specific workgroup conference calls, and an on-site review of the document before submission. OEC obtained input from the State Advisory Panel for Exceptional Children (SAPEC), Ohio's special education stakeholder group, to set rigorous and measurable targets for Indicator 14, as reported in the revised SPP submitted in conjunction with the FFY 2006 (2006-2007) APR.

ODE has previously reported to the public on APR and SPP indicators through web postings, meetings with stakeholders and professional organizations, and regional and statewide 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. After submission to OSEP on February 1, 2008, ODE will post the FFY 2006 (2006-2007) APR and revised SPP on the department website.

To report annually to the public on the performance of each LEA located in the state on the targets in the SPP, ODE will continue to post a report on the department website in tabular data format, organized by SPP indicator. This report will be provided in a timely manner after submission of the APR, as required. In addition, each LEA will receive an individual determinations report detailing its performance on the indicators included in the subset for making annual LEA determinations.

Based upon its submission of the FFY 2005 (2005-2006) APR and revised SPP in February, 2007, ODE received a response table from OSEP that summarized Ohio's status on each indicator and identified additional steps to be completed, due to issues related to accurate reporting and compliance with specific indicator requirements. To address these issues, ODE has provided the additional information requested by OSEP in the FFY 2006 (2006-2007) APR, as follows:

- Indicator 4 – ODE did not report on the review, and if appropriate revision, of policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA among LEAs identified with discipline discrepancies in the FFY 2005 APR. As required, the results of reviews of policies, procedures and practices by LEAs identified with discipline discrepancies based on FFY 2005 *and* FFY 2006 data are discussed on pages 15 and 16.

- Indicator 9 – ODE did not provide baseline data from FFY 2005 on the percent of districts identified with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification, including a description of how the state made that determination. As required, the percent of districts identified in FFY 2005 *and* FFY 2006 with disproportionate representation in special education and related services that was the result of inappropriate identification are provided on pages 32 and 33, along with a description of how ODE made that determination.
- Indicator 10 – ODE did not provide baseline data from FFY 2005 on the percent of districts identified with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification, including a description of how the state made that determination. As required, the percent of districts identified in FFY 2005 *and* FFY 2006 with disproportionate representation in specific disability categories that was the result of inappropriate identification are provided on pages 35 and 36, along with a description of how ODE made that determination.
- Indicator 11 – For FFY 2005 ODE reported noncompliance with initial evaluation timelines. The status of timely correction of this noncompliance is discussed on page 39.
- Indicator 12
    - For FFY 2005, ODE was unable to report on the number of children referred by Part C and found not eligible for Part B by their third birthdays. For FFY 2006, the number of children referred but found not eligible by their third birthdays is provided on page 41.
    - OSEP identified the FFY 2005 data as not valid and reliable because ODE reported on the number of children with IEPs “in place” by their third birthdays rather than the number of children with IEPs “in place and implemented” by their third birthdays. For FFY 2005 ODE used the term “in place” as a synonym for “developed and implemented” in the data table and explanation of data for this indicator. For FFY 2006, the number of children with IEPs *developed and implemented by* their third birthdays is provided on page 41.
    - ODE previously reported noncompliance for C to B transition based on FFY 2004 and FFY 2005 data. The status of timely correction of this noncompliance is discussed on pages 42 and 43.
- Indicator 13
    - ODE reported that the baseline data provided in the FFY 2005 APR were incomplete and had not been verified by many LEAs. As required, complete and accurate FFY 2005 baseline data and actual target data for FFY 2006 are provided on pages 45 and 46.
    - For FFY 2005 ODE reported noncompliance with secondary transition services. The status of timely correction of this noncompliance is discussed on page 46.
- Indicator 15 – For FFY 2005 ODE reported data based on the number of LEAs with findings of noncompliance, not the number of individual findings. The findings of noncompliance for FFY 2006, including the status of timely correction disaggregated by APR indicator, are provided on page 50.

Part B State Annual Performance Report (APR) for 2006-2007

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 2006-2007 school year, including summer 2007 graduates currently being reported in 2007-2008 October reporting period, which will close March 2008.

Graduation Rate =	# of 2006-2007 Graduates (Summer Graduates included) DIVIDED BY # of 2006-2007 Graduates + # of Grade 13 Students + (# of Grade 9 Dropouts in 2003-2004 - # of Grade 9 Ret. Withdrawals) + (# of Grade 10 Dropouts in 2004-2005 - # of Grade 10 Ret. Withdrawals) + (# of Grade 11 Dropouts in 2005-2006 - # of Grade 11 Ret. Withdrawals) + (# of Grade 12 Dropouts in 2006-2007 - # of Grade 12 Ret. Withdrawals) - Grade 12 students previously reported as dropouts	**X 100**

Graduates: Students reported with a *DIPLOMA DATE* and a *DIPLOMA TYPE* excluding students reported with Grade Level = 13 and students reported with Proficiency Only Records. This includes summer graduates reported during the 2007-2008 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
2006 (2006-2007)	83.2% of youth with IEPs graduating from high school with a regular diploma.

Actual Target Data for FFY 2006 (2006-2007):

Indicator 1, Table 1: Graduation Rates

	Graduates	Potential Graduates	Percent
Students with Disabilities	14,095	16,726	84.2%
Typical Students	101,546	116,523	87.0%
All Students	115,641	133,249	86.8%

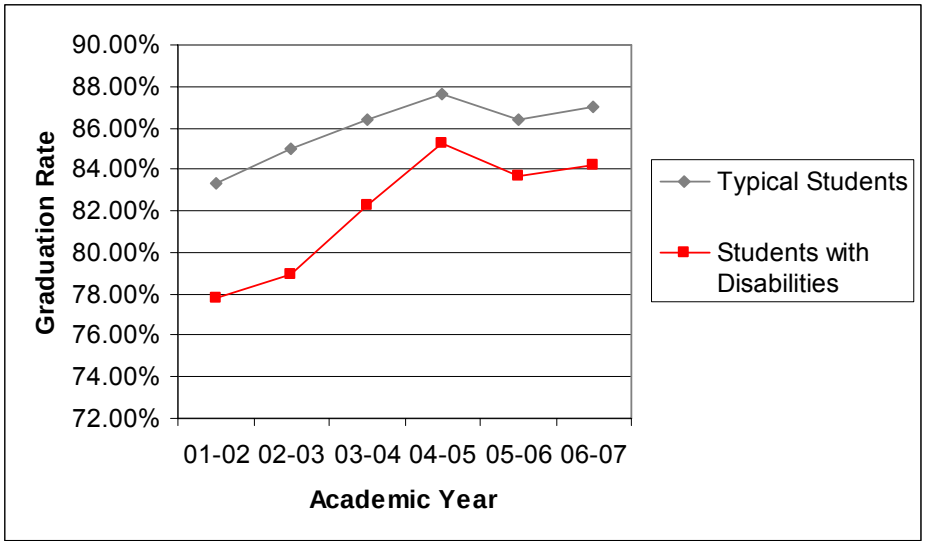
Indicator 1, Table 2: IDEA Section 618 Graduation Requirements

	Percent of Students with Disabilities
Graduates with same requirements	58.4%
Graduates with modified requirements	41.6%

Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007):

Data for 2006-2007 reflect an increase in the graduation rate for students with disabilities (from 83.7% in 2005-2006 to 84.2% in 2006-2007) and exceed the target of 83.2% for this indicator. Trend lines for graduation data, as depicted in Figure 1, below, show steady increases for populations of students with and without disabilities (with the exception of 2005-2006). The gap between typical students and students with disabilities remains fairly constant after narrowing considerably in 2004-2005.

Indicator 1, Figure 1: Graduation Rates



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, above, 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.

In 2007-2008 ODE will implement a new calculation for graduation rate for the state accountability system. Once 2007-2008 graduation rates are calculated, OEC will work with stakeholders to revise targets for Indicators 1 and 2, in order to align the targets for graduation and dropout rates and reconcile with federally-reported exiting data.

Discussion of Improvement Activities Completed for FFY 2006 (2006-2007):

The Office for Exceptional Children continued to work with the State Work Group on Secondary Transition to improve statewide services for students with disabilities that lead to increased graduation rates and post-school success. OEC also provided training and technical assistance for districts and teams to improve local leadership and use of an integrated systems model of intervention designed to keep students with disabilities engaged in school, leading to higher levels of academic and social success on the way to graduation.

OEC continued to work with ODE's Center for School Improvement to support implementation of a unified school improvement framework disseminated through the regional service system to build local capacity to increase academic achievement and graduation rates for all students.

Specific areas of focus addressed through Ohio's 16 regional State Support Teams and designed to impact academic achievement and graduation rates included standards-based instruction, early intervention, and high-quality literacy instruction. Regional service providers have continued to expand teacher professional development in literacy at all grade levels, and OEC developed plans to work with the national technical assistance centers to identify and disseminate evidence-based practices that increase graduation rates and reduce dropouts for students with disabilities.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008):

In the coming year OEC will further engage the State Work Group on Secondary Transition to coordinate efforts related to two federal grants:

1) Identifying and disseminating Transition Quality Indicators (based on post-school data collected for Indicator 14) to improve secondary transition services for students with disabilities, leading to higher graduation and reduced dropout rates; and
2) Partnering with the Ohio Rehabilitation Services Commission (RSC) to develop joint RSC/OEC regional transition teams that will include an education transition specialist and a rehabilitation transition specialist. These teams will provide training and technical assistance to districts and families on evidence-based transition practices that increase post-school success for students with disabilities.

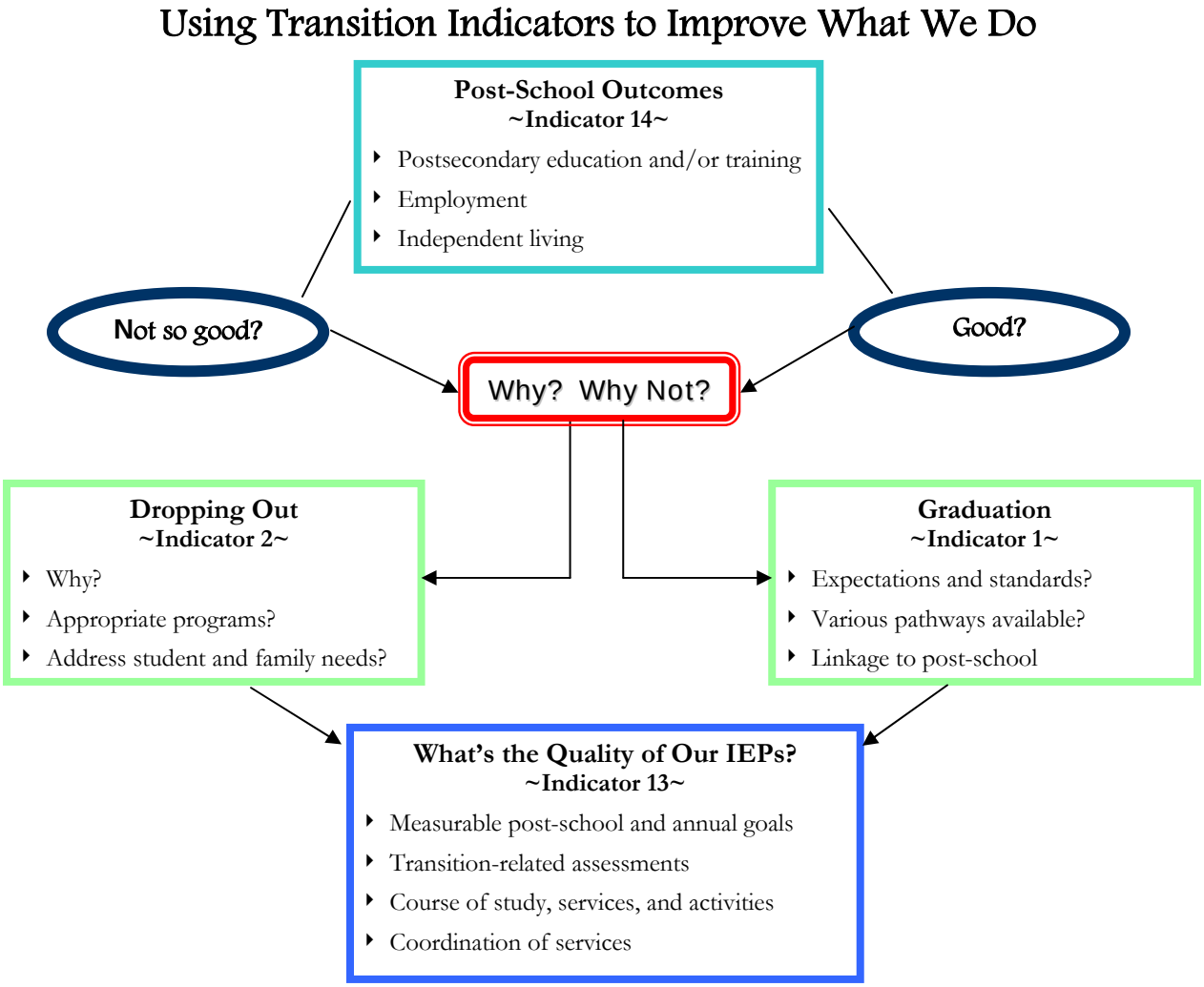
Both efforts will be coordinated through the Ohio Transition Executive Coordinating Committee, the State Work Group on Secondary Transition, and the Center for Innovation in Transition and Employment at Kent State University (an IHE partner). In addition, OEC will partner with the three federal technical assistance centers for transition, dropout, and post-school success to clarify, guide, and evaluate the coordinated work of the two grants from the development stage through training and implementation across the state.

OEC is developing, and will disseminate through regional training and technical assistance, the revised state *Operating Standards for Ohio's Schools Serving Students with Disabilities* to include an improved secondary transition component and an accompanying guidance document for practitioners, students, and families aimed at improving the transition to post-secondary engagement, thereby increasing graduation rates.

With State Personnel Development Grant funds, ODE will expand the leadership development component of the integrated systems model to increase graduation rates within the context of systemic academic and behavioral supports.

The graphic below (Figure 2; courtesy of the National Secondary Transition Technical Assistance Center) clarifies the linkage between Indicators 1, 2, 13, and 14 as OEC continues to coordinate efforts across the department and the state, through the Ohio Transition Executive Coordinating Committee, that will maximize the impact on graduation rates, dropout rates, and post-school engagement rates for students with disabilities.

Indicator 1, Figure 2: Linking Indicators 1, 2, 13 and 14



Part B State Annual Performance Report (APR) for 2006-2007

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 2006-2007 Dropouts DIVIDED BY # of 2006-2007 Graduates + # of Grade 13 Students + (# of Grade 9 Dropouts in 2003-2004 - # of Grade 9 Ret. Withdrawals) + (# of Grade 10 Dropouts in 2004-2005 - # of Grade 10 Ret. Withdrawals) + (# of Grade 11 Dropouts in 2005-2006 - # of Grade 11 Ret. Withdrawals) + (# of Grade 12 Dropouts in 2006-2007 - # of Grade 12 Ret. Withdrawals) - Grade 12 students previously reported as dropouts	**X 100**

Graduates: Students reported with a *DIPLOMA DATE* and a *DIPLOMA TYPE* excluding students reported with Grade Level = 13 and students reported with Proficiency Only Records. This includes summer graduates reported during the 2007-2008 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
2006 **(2006-2007)**	13.7% of youth with IEPs dropping out of high school: a further 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 2006 (2006-2007):

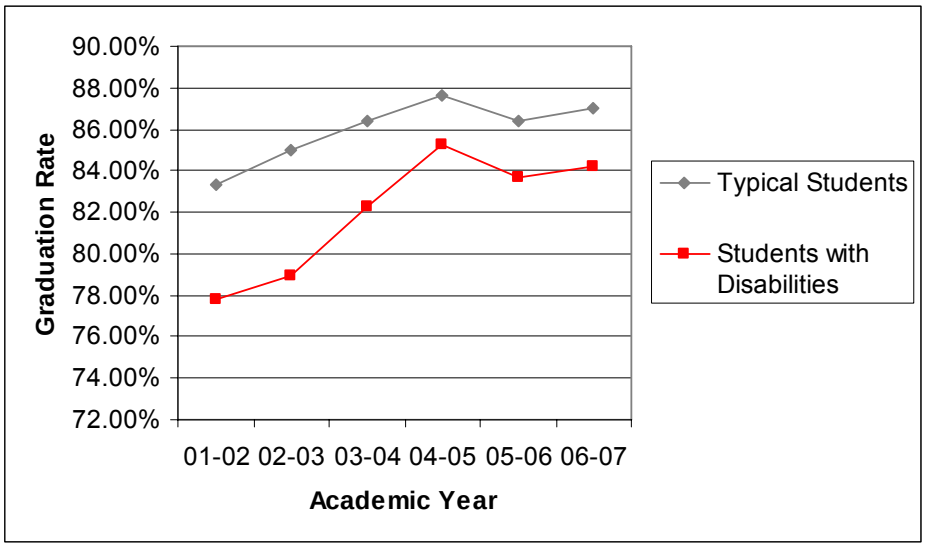
Indicator 2, Table 1: Dropout Rates

	Dropouts	Potential Graduates	Percent
Students with Disabilities	2,627	16,725	15.7%
Typical Students	14,967	116,644	12.8%
All Students	17,594	133,369	13.2%

Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007):

Although ODE did not meet the target of 13.7% for this indicator, 2006-2007 data reflect progress from 2005-2006 based on a decrease in the dropout rate for students with disabilities from 16.3% to 15.7%. Trend lines for graduation data, as depicted in Figure 1, below, show steady increases in graduation rates, and therefore decreases in dropout rates, for populations of students with and without disabilities (with the exception of 2005-2006). The gap between typical students and students with disabilities remains fairly constant after narrowing considerably in 2004-2005.

Indicator 2, Figure 1: Graduation Rates



In 2007-2008 ODE will implement a new calculation for graduation rate for the state accountability system. Once 2007-2008 graduation rates are calculated, OEC will work with stakeholders to revise targets for Indicators 1 and 2, in order to align the targets for graduation and dropout rates and reconcile with federally-reported exiting data.

Discussion of Improvement Activities Completed for FFY 2006 (2006-2007):

The Office for Exceptional Children continued to work with the State Work Group on Secondary Transition to improve statewide services for students with disabilities that lead to increased graduation rates and post-school success. OEC also provided training and technical assistance for districts and teams to improve local leadership and use of an integrated systems model of intervention designed to keep students with disabilities engaged in school, leading to higher levels of academic and social success on the way to graduation.

OEC continued to work with ODE's Center for School Improvement to support implementation of a unified school improvement framework disseminated through the regional service system to build local capacity to increase academic achievement and graduation rates for all students.

Specific areas of focus addressed through Ohio's 16 regional State Support Teams and designed to impact academic achievement and graduation rates included standards-based instruction, early intervention, and high-quality literacy instruction. Regional service providers have continued to expand

teacher professional development in literacy at all grade levels, and OEC developed plans to work with the national technical assistance centers to identify and disseminate evidence-based practices that increase graduation rates and reduce dropouts for students with disabilities.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

With State Personnel Development Grant funds, ODE will expand the leadership development component of the integrated systems model to increase graduation rates within the context of systemic academic and behavioral supports.

In the coming year OEC will further engage the State Work Group on Secondary Transition to coordinate efforts related to two federal grants:

3) Identifying and disseminating Transition Quality Indicators (based on post-school data collected for Indicator 14) to improve secondary transition services for students with disabilities, leading to higher graduation and reduced dropout rates; and
4) Partnering with the Ohio Rehabilitation Services Commission (RSC) to develop joint RSC/OEC regional transition teams that will include an education transition specialist and a rehabilitation transition specialist. These teams will provide training and technical assistance to districts and families on evidence-based transition practices that increase post-school success for students with disabilities.

Both efforts will be coordinated through the Ohio Transition Executive Coordinating Committee, the State Work Group on Secondary Transition, and the Center for Innovation in Transition and Employment at Kent State University (an IHE partner). In addition, OEC will partner with the three federal technical assistance centers for transition, dropout, and post-school success to clarify, guide, and evaluate the coordinated work of the two grants from the development stage through training and implementation across the state. The single goal of these efforts is to increase graduation rates for students with disabilities, thereby reducing dropouts and promoting successful post-school engagement.

Part B State Annual Performance Report (APR) for 2006-2007

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 = [(# of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size in the State)] 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) divided by (a)] times 100);
c. # of children with IEPs in regular assessment with accommodations (percent = [(c) divided by (a)] times 100);
d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and
e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(e) divided by (a)] 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)].

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) divided by (a)] 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) divided by (a)] 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) divided by (a)] times 100); and
e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(e) divided by (a)] 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
2006 (2006-2007)	A. 44% of LEAs with disability subgroups meeting the minimum "n" size meet the AYP objectives for progress for the disability subgroup. B. 97.7% participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; and alternate assessment against alternate achievement standards. C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards: (*Baseline plus 2/9 difference between 100% and baseline OR the adopted state AYP goal)* 47% Mathematics 57% Reading

Actual Target Data for FFY 2006[1] (2006-2007):

Indicator 3, 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	184	429
Percent of LEAs with minimum "n" size	30%	70%

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

Participation Rate	Number (Math)	Percent (Math)	Number (Reading)	Percent (Reading)
a. Children with IEPs in grades assessed	144,837[2]	100.0%	145,636[3]	100.0%
b. Children with IEPs in regular assessment with no accommodations	53,450	36.9%	54,716	37.6%
c. Children with IEPs in regular assessment with accommodations	72,524	50.1%	72,105	49.5%
d. Children with IEPs in alternate assessment against grade level standards	0	0.0%	0	0.0%
e. Children with IEPs in alternate assessment against alternate achievement standards	17,108	11.8%	17,112	11.7%
Total tested	143,082	98.8%	143,933	98.8%

[1] The participation and performance rates calculated for this indicator are based on data reported for Table 6, required under IDEA section 618.

[2] The total of 144,837 for (a) is greater than the sum of (b), (c), (d), and (e) due to the number of children with IEPs who were not assessed in math in 2006-2007.

[3] The total of 145,636 for (a) is greater than the sum of (b), (c), (d), and (e) due to the number of children with IEPs who were not assessed in reading in 2006-2007.

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

Participation Rate	
Required tests in grades assessed	290,473
Required tests taken in regular assessment with no accommodations; regular assessment with accommodations; and alternate assessment against grade level standards	287,015
Percent	98.8%

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

Proficiency Rate	Number (Math)	Percent (Math)	Number (Reading)	Percent (Reading)
a. Children with IEPs in grades assessed	144,837[4]	100%	145,636[5]	100%
b. Children with IEPs who are proficient or above as measured by the regular assessment with no accommodations	23,237	16.0%	27,260	18.7%
c. Children with IEPs who are proficient or above as measured by the regular assessment with accommodations	26,167	18.1%	31,622	21.7%
d. Children with IEPs who are proficient or above as measured by the alternate assessment against grade level standards	0	0%	0	0%
e. Children with IEPs who are proficient or above as measured against alternate achievement standards	16,366	11.3%	16,285	11.2%
Total proficient	65,770	45.4%	75,167	51.6%

Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007):

Target 3A: ODE did not meet the target of 44%, as 30% 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 14 percentage points. The data do show an increase in the number of LEAs meeting AYP for students with disabilities, from 146 in 2005-2006 to 184 in 2006-2007.

Target 3B: The participation rate of 98.8% for students with disabilities across all types of assessment for reading and math exceeds the target of 97.7% for 2006-2007.

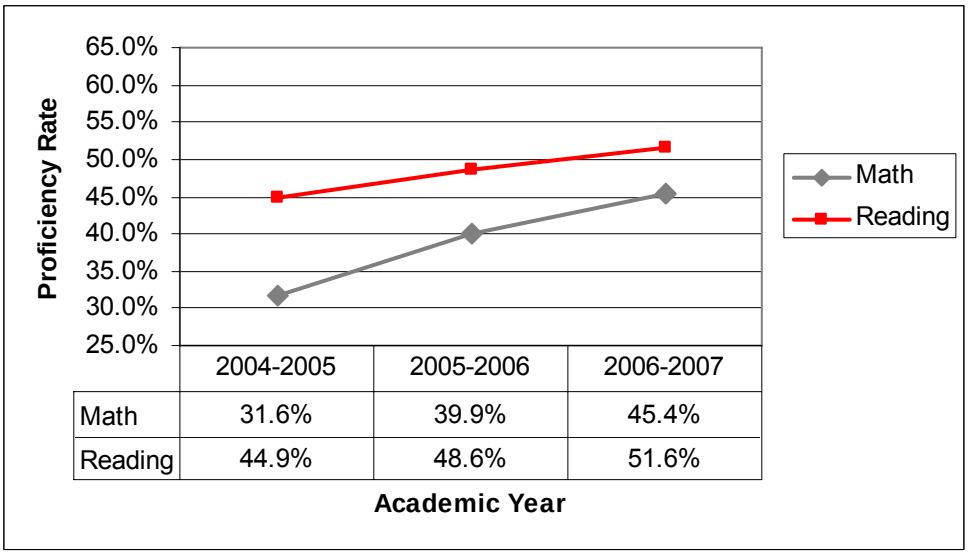
Target 3C: ODE did not meet the target proficiency rates of 47% for math and 57% for reading. However, the proficiency rates for students with disabilities increased from 2005-2006 to 2006-2007 in both math and reading. The 45.4% proficiency rate for students with disabilities in math reflects an increase of 5.5 percentage points from 2005-2006. Likewise, the 51.6% proficiency rate for students with disabilities in reading reflects an increase of 3 percentage points from 2005-2006.

[4] The total of 144,837 for (a) is greater than the sum of (b), (c), (d), and (e) due to the number of children with IEPs who were not proficient or above in 2006-2007, as measured by the regular math assessment with no accommodations, the regular math assessment with accommodations, or the alternate math assessment against alternate achievement standards.

[5] The total of 145,636 for (a) is greater than the sum of (b), (c), (d), and (e) due to the number of children with IEPs who were not proficient or above in 2006-2007, as measured by the regular reading assessment with no accommodations, the regular reading assessment with accommodations, or the alternate reading assessment against alternate achievement standards.

As shown in Figure 1, below, the data reported since baseline and targets were established reflect steady improvement in proficiency rates for students with disabilities in math and reading.

Indicator 3, Figure 1: Percent of Students with Disabilities Scoring Proficient or Above



	2004-2005	2005-2006	2006-2007
Math	31.6%	39.9%	45.4%
Reading	44.9%	48.6%	51.6%

Discussion of Improvement Activities Completed for FFY 2006 (2006-2007):

OEC selected LEAs for focused monitoring based on the performance of students with disabilities on statewide reading and math assessments. The review process required LEAs to examine multiple performance measures (prevention, assessment, collaboration, least restrictive environment, instruction, discipline, transition and compliance) within the context of student achievement. Through this review process LEAs are guided in an investigation of root causes for poor performance and subsequently develop action plans for improvement.

In making determinations of LEAs for the first time, OEC chose to include five years of performance data for students with disabilities in the evaluation process. The calculations were designed to reflect each LEA's compliance with IDEA requirements and longitudinal performance for students with disabilities against AYP targets.

OEC formally recognized 83 Schools of Distinction whose 2005-2006 test results demonstrated high performance for all students, including students with disabilities. OEC shared research on the effective practices of previous Schools of Distinction through regional and statewide conferences.

State House Bill 115 established the Educational Regional Service System to reduce duplication of programs and services and provide for a more streamlined and efficient delivery of educational services. This bill required the creation of a coordinated, integrated and aligned system to support state and school district efforts to improve school effectiveness and student achievement. In 2007, ODE awarded 16 regional contracts to State Support Team (SST) fiscal agents charged with integrating regional school improvement efforts and the work formerly completed by the Special Educational Regional Resource Centers (SERRCs). The scope of work for the SSTs is determined by ODE and is outlined in an annual performance agreement which includes measurable performance benchmarks. These agreements hold SSTs responsible for the regional delivery of school improvement, literacy, special education compliance, and early learning and school readiness services to LEAs.

OEC collaborated with other ODE offices in a cross-agency professional development initiative to align the delivery of statewide professional development, technical assistance and information sharing with Ohio's standards established for high quality professional development, as adopted by the State Board of Education in August 2006.

The State Board of Education also approved the Comprehensive System of Learning Supports Guidelines to provide assistance to local district and building leadership teams in creating policies to ensure that every Ohio student has access to programs and services that meet his or her individual academic needs, resulting in increased academic achievement. The guidelines allow districts flexibility in

designing educational services that meet the unique needs of their students, emphasizing regular data collection through diagnostic assessments to evaluate the effectiveness of interventions.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

With Part B discretionary funds, OEC continues to support LEAs in the implementation of an integrated system of academic and behavioral support, a Response to Intervention (RtI) model established in the 2004-2005 year with Ohio's State Improvement Grant (SIG). This comprehensive school-wide prevention and intervention model provides support systems to address both academic and behavioral needs of all students. The integrated systems approach is built upon research foundations that have established:

- The proven relationship between academic and social behavior skill development (Kellam, 1998);
- The effectiveness of a system-wide, three-tiered model of intervention with increasing intensity that incorporates academic and behavior supports across a school for all students in need of assistance (Sugai & Horner, 2002); and
- The established efficacy of educational systems change as a means to improve schools, and consequently, student achievement (Fullan, 1980, 2003).

The integrated systems model uses a collaborative strategic planning process to address school-wide and individual concerns. It provides building teams with a problem solving and planning process that results in the implementation of research-based instructional and behavioral approaches, clear identification of goals and learner outcomes, and a focus on prevention and early intervening. This multi-tiered approach creates the infrastructure for systems of support in which the intensity of interventions increases as the complexity and intensity of academic or behavioral needs increase; thereby establishing the framework for a statewide Response to Intervention (RtI) model for Ohio.

In July 2007, Ohio was awarded a $9.5 million, 5-year State Personnel Development Grant (SPDG) to establish a unified school improvement framework among LEAs. This grant will continue the work of the SIG by expanding the leadership development component of the integrated systems model to further close student achievement gaps. During each of the next three years, ODE will select 16 LEAs (Cohort 1) to participate in the grant, with three years of support via SPDG funds. In addition, ODE will develop and provide access to the project's website, e-learning academies, and a series of products, tools and supports to LEAs, families and organizations statewide.

To further support the implementation of RtI, a cross-agency leadership team will build on the work of the RtI Summit in Washington, DC, to establish Ohio's statewide Response to Intervention model based on the integrated systems approach. ODE will expand implementation by deploying the model through the regional State Support Teams.

In support of new state operating standards scheduled to take effect July 1, 2008, OEC, in conjunction with stakeholders, will develop and disseminate an LEA special education guidance document. The guidance document will provide support for applicable state and federal laws and rules, model and suggested forms, and best practice examples of process implementation. Models, strategies and resources related to RtI will be included in this resource.

As the process for making LEA determinations is solidified, OEC will continue to include longitudinal performance data for students with disabilities in determinations calculations, in order to increase focus on student outcomes in relation to compliance with the requirements of IDEA.

Through the Office of Policy and Accountability, ODE will continue to share disaggregated performance and process data to increase focus on districts and schools missing Adequate Yearly Progress targets due to subgroup performance. In addition, ODE will implement value-added measurements within the state accountability system as a means to track individual student progress longitudinally.

Ohio has joined Oregon and Minnesota in a consortium to develop and implement an Alternate Assessment based on Modified Grade Level Achievement Standards (2%), with technical and logistical support provided by the American Institutes of Research. This work is supported by a three-year IDEA General Supervision Enhancement Grant (GSEG) that was awarded in August, 2007. ODE will serve as lead agency for this project, with OEC and the Office of Assessment collaborating on this effort. Based on the current schedule, this assessment will be implemented in the 2010-2011 school year.

Part B State Annual Performance Report (APR) for 2006-2007

Overview of the Annual Performance Report Development:

See page 1.

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
2006 (2006-2007)	A. 5.92% of LEAs with significant discrepancies in the rates of suspensions for children with disabilities. 0.8% of LEAs with significant discrepancies in the rates of expulsions for children with disabilities. B. Reporting on Indicator 4B is not required for the FFY 2006 APR.

Actual Target Data for FFY 2005[1] (2005-2006)

Indicator 4A, Table 1: Percent of LEAs from 2005-2006 with Significant Discrepancies in Suspension and Expulsion Rates

2005-2006	Suspensions	Expulsions
LEAs with discrepancies	112	14
Total LEAs	987	987
Percent	11.35%	1.42%
2005-2006 Target	7.1%	1.0%

[1] The suspension and expulsion rates calculated for this indicator are based on data reported for Table 5, required under IDEA section 618.

ODE defines "significant discrepancies" in discipline rates as those in which the rate of suspension or expulsion for students with disabilities exceeds the rate of suspension or expulsion for typical students by at least 1%.

As reported in the FFY 2005 APR, OEC identified 126 LEAs with significant discrepancies in suspension or expulsion rates based on 2005-2006 discipline data, thereby falling short of the targets for FFY 2005. These LEAs subsequently completed self-reviews of policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with IDEA. In evaluation of the completed self-reviews, OEC made no findings of noncompliance among these LEAs.

Actual Target Data for FFY 2006[2] (2006-2007):

Indicator 4A, Table 2: Percent of LEAs from 2006-2007 with Significant Discrepancies in Suspension and Expulsion Rates

2006-2007	Suspensions	Expulsions
LEAs with discrepancies	35	1
Total LEAs*	982	982
Percent	3.6%	0.1%
2006-2007 Target	5.92%	0.8%

*Fluctuation in the number of community schools resulted in a decrease in total LEAs from 2005-2006 to 2006-2007.

Indicator 4A, Table 3: Percent of LEAs from 2005-2006 with Significant Discrepancies in Suspension and Expulsion Rates, Adjusted for Group-Size of 30

2005-2006	Suspensions	Expulsions
LEAs with discrepancies	67	0
Total LEAs	987	987
Percent	6.8%	0%
2005-2006 Target	7.1%	1.0%

Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007):

Based upon input from stakeholders, ODE realigned its group-size rule used in calculations for this indicator for 2006-2007. The group-size of 30 now aligns with that used for the calculation of Adequate Yearly Progress (AYP) and disproportionality for racial and ethnic subgroups. OEC recalculated the data for 2005-2006 using the group-size of 30, resulting in 67 LEAs with significant discrepancies in suspension rates and no significant discrepancies in expulsion rates. As described above, these LEAs completed self-reviews and OEC made no findings of noncompliance.

Based on 2006-2007 discipline data, OEC identified 35 LEAs with significant discrepancies in suspension rates and one LEA with a significant discrepancy in expulsion rates, thereby exceeding the targets for 2006-2007. These data reflect progress from 2005-2006 in suspension rates and slight slippage in expulsion rates, based on the recalculation of 2005-2006 data provided in Table 3, above. These LEAs completed self-reviews of policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with IDEA. In evaluation of the completed self-reviews, OEC made no findings of noncompliance among these LEAs.

[2] The suspension and expulsion rates calculated for this indicator are based on data reported for Table 5, required under IDEA section 618.

Discussion of Improvement Activities Completed for FFY 2006 (2006-2007):

OEC, in collaboration with the Ohio Association of Elementary School Administrators (OAESA) and the Ohio Association of Secondary School Administrators (OASSA), continued to provide initial training in positive behavior supports (PBS) to principal-led building teams, with an emphasis on urban districts. During 2006-2007 several large districts, including Columbus City Schools (Ohio's largest LEA), implemented PBS district-wide.

OEC continued to use Ohio's Part B discretionary funds to support LEAs in the implementation of an integrated, three-tiered systems model focused on academic and behavioral supports. OEC also sponsored the development of an Integrated Educational Systems website to provide information, resources and learning modules to LEAs considering implementation of an integrated systems model.

OEC restructured the focused monitoring process in 2006-2007 to base LEA selection on the performance of students with disabilities in reading and math. The monitoring protocols guided LEAs in the investigation of root causes for poor performance. The review process examined multiple performance measures within the context of student achievement, including discipline data and the use of behavioral supports and services.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

In the summer of 2008 OEC staff will observe the Summer Institute on Addressing Disproportionality conducted by the Wisconsin Department of Public Instruction, in order to learn more about Wisconsin's process and resources for addressing overrepresentation. OEC will use these models to further develop and align Ohio's processes for addressing both significant disproportionality and significant discipline discrepancies among identified LEAs.

With Part B discretionary funds, OEC continues to support LEAs in the implementation of an integrated system of academic and behavioral support, a Response to Intervention (RtI) model established in the 2004-2005 year with Ohio's State Improvement Grant (SIG). As described under Indicator 3, with State Personnel Development Grant (SPDG) funds ODE will continue the work of the SIG by expanding the leadership development component of the integrated systems model to further close student achievement gaps, within the context of systemic academic and behavioral supports. In addition to funding implementation at the local level, ODE will develop and provide access to the project's website, e-learning academies, and a series of products, tools and supports to LEAs, families and organizations statewide.

Part B State Annual Performance Report (APR) for 2006-2007

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.

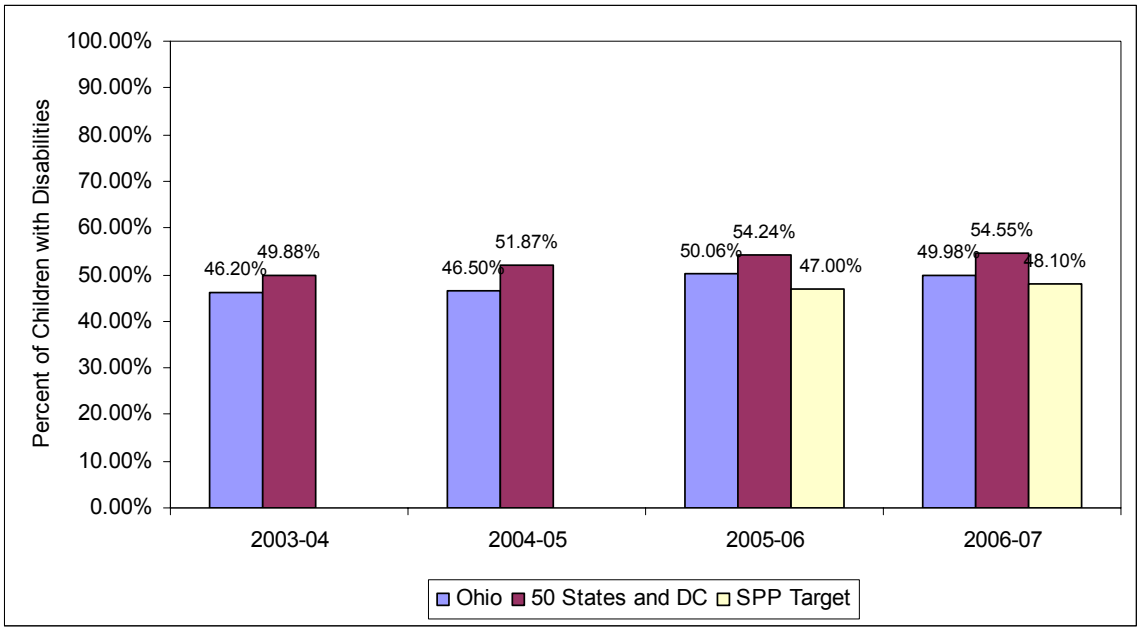
B. Percent = [(# of children with IEPs removed from regular class greater than 60% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

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.

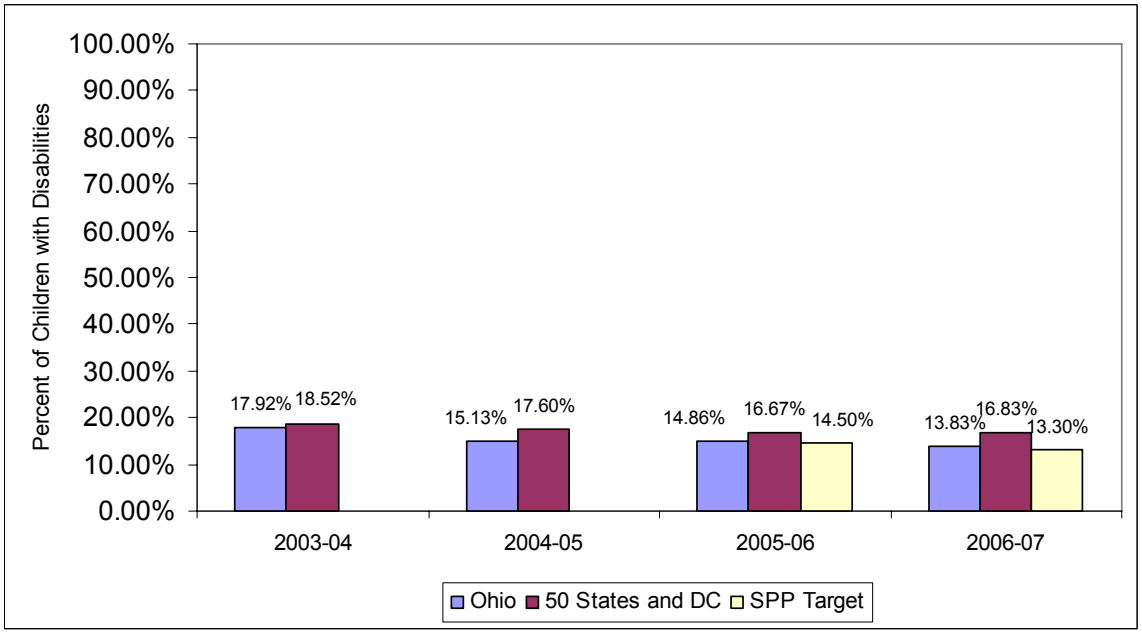
FFY	Measurable and Rigorous Target
2006 (2006-2007)	A. The percent of children with disabilities removed from the regular classroom less than 21% of the day is 48.1%. B. The percent of children with disabilities removed from the regular classroom greater than 60% of the day is 13.3%. C. The percent of children with disabilities who are served in public or private separate schools, residential placements, or homebound or hospital placements is 6.1%.

Actual Target Data for FFY 2006* (2006-2007):

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

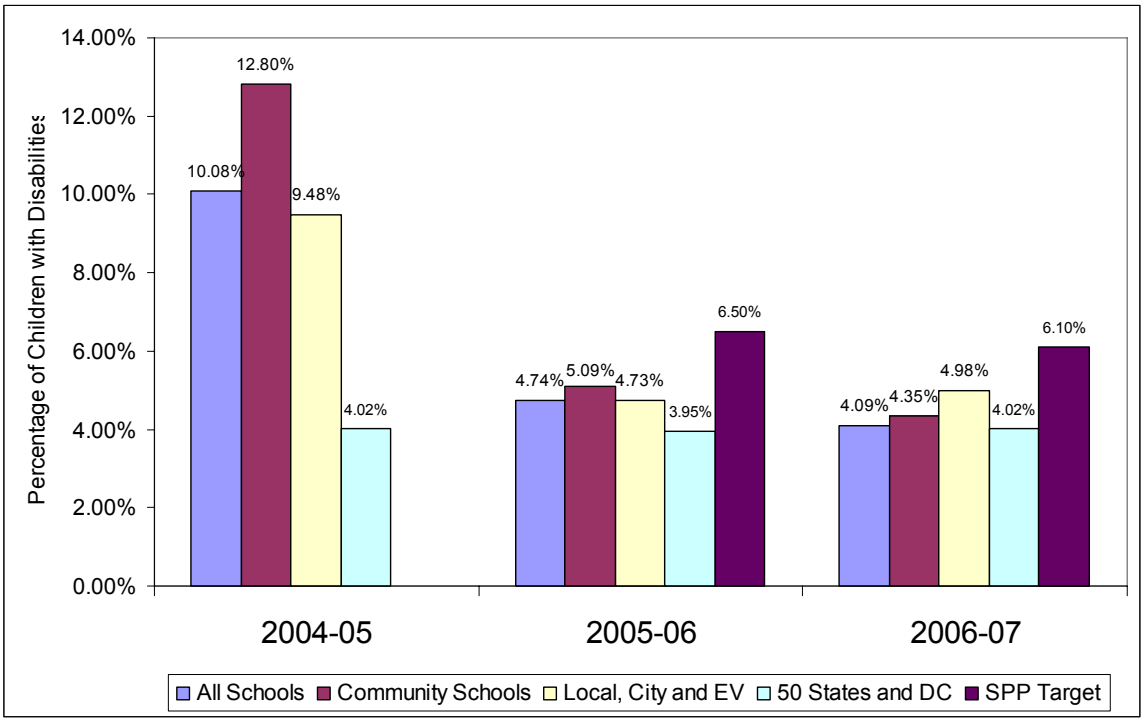


Indicator 5, Figure 2: Percent of Children with Disabilities Removed from the Regular Classroom More than 60% of the Day



* The percentages calculated for this indicator are based on data reported for Table 1, required under IDEA section 618. States are not required to provide the actual numbers used to calculate the percentages for this indicator because they are based on 618 data that have been previously reported and are presented on IDEADATA.org.

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



Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007):

Target 5A: Actual target data reported for the 2006-2007 school year show that 49.98% of students with disabilities were removed from the regular classroom less than 21% of the day, exceeding the target of 48.1% by 1.88 percentage points.

Target 5B: Actual target data reported for the 2006-2007 school year show that 13.83% of children with disabilities were removed from the regular classroom more than 60% of the day, reflecting slippage of .53 percentage points from the target of 13.3%.

Target 5C: Actual target data reported for the 2006-2007 school year show that 4.09% of students with disabilities were educated in a separate facility, exceeding the target of 6.10% by 2.01 percentage points.

Though the state met the targets for 5A and 5C, Ohio missed the target for 5B for the second consecutive year. This slippage is largely a bi-product of the manner by which districts designate the various LRE settings for students who receive their special education and related services, in addition to their general education, in multiple settings. Information provided by LEAs indicates difficulty in accurately coding the least restrictive environment due to the varied environments in which students receives special education and related services throughout the course of a day. OEC will continue to focus on information dissemination and clarification of data definitions and reporting procedures to LEAs around the state, to ensure that complete and accurate data are obtained for this indicator.

Discussion of Improvement Activities Completed for FFY 2006 (2006-2007):

Through various projects funded with Part-B discretionary funds, OEC continues to support LEAs efforts to provide children with disabilities increased access to the general education curriculum:

- OEC continued to collaborate with the Center for Special Needs Population at the Ohio State University and other regional educational service providers to ensure greater access to the general curriculum for children with disabilities. More specifically:
    - The *Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk* (commonly called the *Treasure Chest)* is a tool designed to assist educators in providing access to the

general education curriculum through differentiated instruction aligned with Ohio's academic content standards for diverse learners in the classroom. The *Treasure Chest* was developed in cooperation with the Ohio Association of Elementary School Administrators (OAESA) and the Ohio Association of Secondary School Administrators (OASSA).

- o A companion document to the *Treasure Chest,* titled *A Guide for School Leaders,* includes suggested activities intended to support the implementation of a school's continuous improvement plan. The guide provides links to multiple ODE resources.

- The *How Does Your School Measure Up?* data tool was presented to school leaders during regional zone meetings held during the 2006-2007 school year. The meetings were designed to assist in understanding and analyzing local report card data. *Measure Up* provides visual displays and explanations of all data pertinent to determining report card ratings, including state indicators, adequate yearly progress (AYP) information and performance index scores.
- Statewide work supporting Ohio's three year State Improvement Grant (SIG), which focused on implementation of a tri-tiered, integrated model of academic and behavioral support, continued throughout the 2006-2007 school year. In addition, OEC provided $2.0 million dollars of funding through a competitive grant process to support implementation of Ohio's Integrated Systems Model.

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 information in the 2006-2007 and 2007-2008 Education Management Information System (EMIS) manuals.

During 2006-2007, OEC adjusted the focused monitoring process to base selection solely on the performance of students with disabilities on statewide reading and math assessments. The review process guides LEAs in an investigation of root causes for poor performance, which includes a focus on LRE and access to the general education curriculum within the context of student achievement.

In making determinations of LEAs for the first time, OEC established a process that identifies LEAs that have missed SPP targets, yet gives credit to those that were very close to meeting the annual goals. The system creates a summary score (an average z-score) based on performance on a subset of SPP indicators, including Indicator 5A; placement of students with disabilities in regular education settings for 80% or more of the school day.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

Examination of the aggregate data for this indicator shows continued improvement. Overall, more children with disabilities are receiving special education and related services in less restrictive settings. ODE continues to support LEAs in their efforts to increase access to and achievement in the general education curriculum for students with disabilities. At this time, ODE has no plans to revise established targets for this indicator; however, the following activities will be implemented to maintain progress:

In January 2008, OEC hosted the Special Education Leadership Conference, designed to provide special education directors in public schools and community schools, as well as other leaders in Ohio's special education system, the opportunity to learn about many recent changes in policies and programs. The conference offered participants a chance to share ideas and concerns directly with OEC staff. Conference sessions focused on a number of very timely issues; including updates to *Operating Standards for Ohio's Schools Serving Students with Disabilities*, requirements related to SPP/APR indicators, and changes in data reporting, funding, and OEC monitoring procedures. OEC will host this conference annually to provide updates on special education policies and programs to LEA administrators statewide.

In March 2008, OEC staff will conduct ten regional data training sessions focusing on special education data reporting and 618, 619 and SPP/APR data elements. Districts attending will be required to send their special education director *and* their EMIS data manager. The intent of these meetings is to clarify

definitions and reporting procedures, ensure timely and accurate data submission, and communicate implications of inaccurate and incomplete reporting.

In support of new state operating standards scheduled to take effect July 1, 2008, OEC, in conjunction with stakeholders, will develop and disseminate an LEA special education guidance document. The guidance document will provide support for applicable state and federal laws and rules, model and suggested forms, and best practice examples of process implementation. Information and support for addressing LRE will be included in this resource.

With State Personnel Development Grant funds, ODE will expand the leadership development component of the integrated systems model to increase access to the general education curriculum within the context of systemic academic and behavioral supports.

Part B State Annual Performance Report (APR) for 2006-2007

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
2006 (2006-2007)	New targets will be provided in the FFY 2007 (2007-2008) SPP, due February 1, 2009.

Actual Target Data for FFY 2006 (2006-2007):

ODE will provide new baseline data for this indicator in the FFY 2007 (2007-2008) SPP/APR submission.

Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007):

Discussion of Improvement Activities Completed for FFY 2006 (2006-2007):

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

Part B State Annual Performance Report (APR) for 2006-2007

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
2006 (2006-2007)	New targets will be provided in the FFY 2008 (2008-2009) SPP, due February 1, 2010.

Actual Target Data for FFY 2006 (2006-2007):

ODE will provide baseline data for this indicator in the FFY 2008 (2008-2009) SPP/APR submission.

Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007):

Discussion of Improvement Activities Completed for FFY 2006 (2006-2007):

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

Part B State Annual Performance Report (APR) for 2006-2007

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
2006 (2006-2007)	90% of parents with a child receiving special education services report that schools facilitated parent involvement.

Actual Target Data for FFY 2006 (2006-2007):

Indicator 8, Table 1: Percent of Parents Who Report That Schools Facilitated Parent Involvement

Parent Involvement	
Parents who report that the school facilitated parent involvement	765
Parents surveyed	833
Percent	91.8%

Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007):

Of the 833 parents surveyed for 2006-2007, 765, or 91.8%, reported that the school facilitated their involvement as a means of improving services and results for children with disabilities. These data reflect an increase from 2005-2006 and exceed the target of 90% for this indicator.

Given the use of nationally-validated survey tools developed by the National Center for Special Education Accountability Monitoring (NCSEAM), the extensive stratification process designed to provide proportionate representation across the state in the sampling pool, and the efforts of the Ohio Coalition for the Education of Children with Disabilities (OCECD) to ensure collection of all required surveys, ODE feels confident that these data are valid and reliable for reporting on this indicator.

Discussion of Improvement Activities Completed for FFY 2006 (2006-2007):

OEC attributes the high performance on this indicator to ongoing efforts to ensure parent and family involvement is actively cultivated, encouraged, and welcomed in schools, including support for the parent mentor initiative through continued funding of existing projects, networking, and training opportunities. Currently, there are 88 parent mentors working in 252 school districts in Ohio. Ongoing staff

development and technical assistance in various areas are provided for parent mentors through the collaborative efforts of OEC and the Ohio Coalition for the Education of Children with Disabilities (OCECD), Ohio's Parent Training and Information Center. Training topics include the special education system, conflict resolution, current trends and communication.

Parent mentor projects support Ohio's performance on this indicator by helping schools facilitate parent involvement as a means of improving services and results for children with disabilities. Parent satisfaction information is collected via parent mentors and OEC will obtain additional data to evaluate the impact of parent mentor involvement within participating LEAs.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

The State Board of Education recognizes parents and families as children's first and most important teachers. The Board has approved a model parent and family involvement policy that will help districts meet and exceed legal requirements. Local school boards are encouraged to incorporate the recommendations included in this policy, which will enhance existing parent involvement requirements included in the Ohio Revised Code, No Child Left Behind, and the Individuals with Disabilities Education Improvement Act (IDEA) of 2004.

ODE, in collaboration with regional service providers and OCECD, will provide effective family and community engagement models, products and professional development to support LEAs in the systematic integration of parent and family involvement initiatives into Ohio's preK-12 education system.

Regional Needs Assessments, conducted annually, will continue to target improvement areas to guide the work of regional service providers with schools and districts, in order to meet the established annual targets for parent involvement. The Needs Assessment will enable service providers to determine the specific technical assistance, information and supports to be provided to parents and families in each region.

ODE will utilize Ohio's State Personnel Development Grant to establish a unified school improvement framework among LEAs. This grant will continue the work of the SIG by expanding the leadership development component of the integrated systems model to further close student achievement gaps. The professional development offered through the SPDG will utilize the Ohio Leadership Advisory Council (OLAC) performance rubrics focusing on highly effective district leadership team structures. These teams will utilize the Ohio Improvement Framework to develop a focused district academic improvement plan based on local data. Teams will include parent representatives in order to establish meaningful parent involvement in planning and implementing district goals and improvement strategies.

OEC will participate in an audit of parent feedback collected by various offices within ODE, in order to coordinate efforts across the agency and address gaps, as necessary. Through this review of various parent feedback processes, ODE will explore options for inter-departmental data collection to meet multiple federal and state requirements for parental data.

OEC will begin to track inquires from parents by issue, action taken, and outcome. Analysis of this data will provide insight into the support offered to parents and will reveal patterns among requests and issues.

Ohio Department of Education—Office for Exceptional Children

Parent Survey—Preschool Special Education

This is a survey for parents of children receiving preschool special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly disagree, strongly disagree, disagree, agree, strongly agree. In responding to each statement, think about your experience and your child's experience with preschool special education over the past year. You may skip any item that you feel does not apply to you or your child.

After completing the survey, please place into the envelope provided and seal.

Please return this to the school office. Thank you very much!

	Preschool Special Education Partnership Efforts and Quality of Services	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I am considered an equal partner in planning my child's preschool special education.	○	○	○	○	○
2.	I am part of the IEP/IFSP decision-making process.	○	○	○	○	○
3.	IEP/IFSP meetings are scheduled at a time and place that are convenient for me.	○	○	○	○	○
4.	My recommendations are included on the IEP/IFSP.	○	○	○	○	○
5.	My child's IEP/IFSP covers all the things it should.	○	○	○	○	○
6.	My child's IEP/IFSP tells how my child's progress will be measured.	○	○	○	○	○
7.	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	○	○	○	○	○
8.	My child receives his/her preschool special education services with children without disabilities to the maximum extent possible.	○	○	○	○	○
9.	If my child's services are provided only with children with disabilities, a written explanation of this is on the IEP/IFSP.	○	○	○	○	○
10.	I was offered special assistance (e.g., childcare or transportation) so that I could participate in the IEP/IFSP meeting(s).	○	○	○	○	○
11.	My child's evaluation report was written using words I understand.	○	○	○	○	○
12.	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	○	○	○	○	○
13.	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	○	○	○	○	○
14.	My child transitioned from early intervention (birth to 3 program) to preschool special education without a break in services.	○	○	○	○	○
15.	My child received all of the supports for transition listed in our IFSP.	○	○	○	○	○
People from preschool special education, including teachers and other service providers…						
16.	— helped my child have a smooth transition to preschool special education.	○	○	○	○	○
17.	— are knowledgeable.	○	○	○	○	○
18.	— are willing to learn about the needs of my child.	○	○	○	○	○
19.	— expect positive outcomes for my child.	○	○	○	○	○
20.	— seek out family input.	○	○	○	○	○
21.	— seek out information regarding my child's disability.	○	○	○	○	○
22.	— provide me with clear written information about my child.	○	○	○	○	○
23.	— provide me with information in my native language or in another language I understand.	○	○	○	○	○

Preschool Special Education Partnership Efforts and Quality of Services	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree
People from preschool special education, including teachers and other service providers…					
24. — provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	○	○	○	○	○
25. — are available to speak with me.	○	○	○	○	○
26. — have a person on staff that is available to answer parents' questions.	○	○	○	○	○
27. — treat me as an equal team member.	○	○	○	○	○
28. — encourage me to participate in the decision-making process.	○	○	○	○	○
29. — respect my culture.	○	○	○	○	○
30. — value my ideas.	○	○	○	○	○
31. — ensure that I have fully understood my rights related to preschool special education.	○	○	○	○	○
32. — communicate regularly with me regarding my child's progress on IEP/IFSP goals.	○	○	○	○	○
33. — give me options concerning my child's services and supports.	○	○	○	○	○
34. — provide services to my child in a timely way.	○	○	○	○	○
35. — provide my child with all the services listed on my child's IEP/IFSP.	○	○	○	○	○
36. — consult with me to set appropriate learning goals for my child.	○	○	○	○	○
37. — provide me with strategies to deal with my child's behavior.	○	○	○	○	○
38. — give me enough information to know if my child is making progress.	○	○	○	○	○
39. — give me information about the approaches they use to help my child learn.	○	○	○	○	○
40. — give me information about the research that supports the approaches they use to help my child learn.	○	○	○	○	○
41. — give me information about organizations that offer support for parents (for example, Parent Training and Information Centers, Family Resource Centers, disability groups).	○	○	○	○	○
42. — offer children without disabilities and their families the opportunity to learn about children with disabilities.	○	○	○	○	○
43. — work together with my child's preschool program (e.g., preschool, child care or Head Start) to carry out my child's IEP/IFSP plan.	○	○	○	○	○
44. — offer parents training about preschool special education.	○	○	○	○	○
45. — offer parents different ways of communicating with people from preschool special education (e.g., face to face meetings, phone calls, e-mail).	○	○	○	○	○
46. — explain what options parents have if they disagree with a decision made by the preschool special education program.	○	○	○	○	○
47. — invite parents to help train staff.	○	○	○	○	○
48. — give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	○	○	○	○	○
49. — offer supports for parents to participate in training workshops.	○	○	○	○	○
50. — connect families with one another for mutual support.	○	○	○	○	○

For additional support please contact: Angie Ferdinand from the Ohio Coalition for the Education of Children with Disabilities at 1-800-374-2806.

Ohio Department of Education—Office for Exceptional Children

Parent Survey—Special Education

This is a survey for parents of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly disagree, strongly disagree, disagree, agree, strongly agree. You may skip any item that you feel does not apply to you or your child.

After completing the survey, please place into the envelope provided and seal.
Please return this to the school office. Thank you very much!

	Schools' Efforts to Partner with Parents	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I am considered an equal partner with teachers and other professionals in planning my child's program.	○	○	○	○	○
2.	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	○	○	○	○	○
3.	At the IEP meeting, we discussed how my child would participate in statewide assessments.	○	○	○	○	○
4.	At the IEP meeting, we discussed accommodations and modifications that my child would need.	○	○	○	○	○
5.	All of my concerns and recommendations were documented on the IEP.	○	○	○	○	○
6.	Written justification was given for the extent that my child would not receive services in the regular classroom.	○	○	○	○	○
7.	I was given information about organizations that offer support for parents of students with disabilities.	○	○	○	○	○
8.	I have been asked for my opinion about how well special education services are meeting my child's needs.	○	○	○	○	○
9.	My child's evaluation report is written in terms I understand.	○	○	○	○	○
10.	Written information I receive is written in an understandable way.	○	○	○	○	○
11.	Teachers are available to speak with me.	○	○	○	○	○
12.	Teachers treat me as a team member.	○	○	○	○	○

Schools' Efforts to Partner with Parents	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree
Teachers and administrators…					
13. — seek out parent input.	○	○	○	○	○
14. — show sensitivity to the needs of students with disabilities and their families.	○	○	○	○	○
15. — encourage me to participate in the decision-making process.	○	○	○	○	○
16. — respect my cultural heritage.	○	○	○	○	○
17. — ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents].	○	○	○	○	○
The school…					
18. — has a person on staff who is available to answer parents' questions.	○	○	○	○	○
19. — communicates regularly with me regarding my child's progress on IEP goals.	○	○	○	○	○
20. — gives me choices with regard to services that address my child's needs.	○	○	○	○	○
21. — offers parents training about special education issues.	○	○	○	○	○
22. — offers parents a variety of ways to communicate with teachers.	○	○	○	○	○
23. — gives parents the help they may need to play an active role in their child's education.	○	○	○	○	○
24. — provides information on agencies that can assist my child in the transition from school.	○	○	○	○	○
25. — explains what options parents have if they disagree with a decision of the school.	○	○	○	○	○

For additional support please contact: Angie Ferdinand from the Ohio Coalition for the Education of Children with Disabilities at 1-800-374-2806.

Part B State Annual Performance Report (APR) for 2006-2007

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
2006 (2006-2007)	0% of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Baseline Data for FFY 2005[1] (2005-2006):

Indicator 9, Table 1: Percent of LEAs from 2005-2006 with Disproportionate Representation in Special Education Resulting from Inappropriate Identification

Disproportionate Representation	
LEAs with disproportionate representation	6
LEAs with disproportionate representation due to inappropriate identification	0
Total LEAs	987
Percent	0%

To report on this indicator for FFY 2005, ODE examined 2005-2006 data for over and underrepresentation and identified six LEAs with risk ratios indicating overrepresentation in special education and related services. After submission of the FFY 2005 APR and revised SPP, all six districts completed an OEC-designed self-review of their district's policies, procedures and practices relating to the identification of students with disabilities. Guidance documents provided the districts with sources of evidence for each item of the self-review. OEC personnel provided technical assistance to ensure accurate completion of the

[1] The risk ratios calculated for this indicator are based on data reported for Table 1, required under IDEA section 618.

review. There were no findings of inappropriate identification after OEC personnel evaluated the self-review reports submitted by these districts.

Actual Target Data for FFY 2006[2] (2006-2007):

Indicator 9, Table 2: Percent of LEAs from 2006-2007 with Disproportionate Representation in Special Education Resulting from Inappropriate Identification

Disproportionate Representation	
LEAs with disproportionate representation	8
LEAs with disproportionate representation due to inappropriate identification	0
Total LEAs	982*
Percent	0%

*Fluctuation in the number of community schools resulted in a decrease in total LEAs from 2005-2006 to 2006-2007.

Explanation of Progress or Slippage that occurred for FFY 2006 (2006-2007):

To report on this indicator for FFY 2006, ODE examined 2006-2007 data for over and underrepresentation and identified eight LEAs with risk ratios indicating overrepresentation in special education and related services. All eight districts were required to complete an OEC-designed self-review of their district's policies, procedures and practices relating to the identification of students with disabilities. Guidance documents provided the districts with sources of evidence for each item of the self-review. OEC personnel provided technical assistance to ensure accurate completion of the review. There were no findings of inappropriate identification after OEC personnel evaluated the self-review reports submitted by these districts.

Discussion of Improvement Activities Completed for FFY 2006 (2006-2007):

As described above, OEC developed a self-review document and guidance materials to guide LEAs identified with disproportionate representation in the analysis of their policies, procedures and practices relating to the identification of students with disabilities, including instruction and intervention practices within the general education classroom. OEC used the results of these reviews to determine if the disproportionate representation was the result of inappropriate identification.

As a member of a cross-agency team within ODE, OEC participated in the development of the Consortium on Racial Equity in K-12 Education at Miami University. The consortium was established to eliminate the achievement gaps between white students and students of color, and to address other issues related to racial equity, including disproportionate representation in special education.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

The majority of the improvement activities described in the SPP submitted in February, 2007 are more closely related to obtaining the data for this measurement or completing activities that are required by law, rather than improvement activities that would directly impact the frequency of disproportionate representation and progress on this indicator. These activities, although they will continue to be completed on an annual basis, will be replaced in the revised SPP with the following targeted strategies:

OEC will continue participating in the cross-agency Consortium on Racial Equity in K-12 Education at Miami University. The consortium will continue working with Dr. Glenn Singleton, Executive Director of the Pacific Educational Group and author of *Courageous Conversations About Race: A Strategy for Achieving Equity in Schools*. The work of the consortium will help develop and increase capacity to address statewide concerns relative to over and underrepresentation of students of color referred and placed in special education.

[2] The risk ratios calculated for this indicator are based on data reported for Table 1, required under IDEA section 618.

In the summer of 2008 OEC staff will observe the Summer Institute on Addressing Disproportionality conducted by the Wisconsin Department of Public Instruction, in order to learn more about Wisconsin's process, tools and resources for addressing disproportionate representation. OEC will use these models to further develop and align Ohio's processes for addressing both significant disproportionality and significant discipline discrepancies among identified LEAs.

In January 2008, OEC hosted the Special Education Leadership Conference, designed to provide special education directors in public schools and community schools, as well as other leaders in Ohio's special education system, the opportunity to learn about many recent changes in policies and programs. The conference offered participants a chance to share ideas and concerns directly with OEC staff. Conference sessions focused on a number of very timely issues; including updates to *Operating Standards for Ohio's Schools Serving Students with Disabilities*, requirements related to SPP/APR indicators, and changes in data reporting, funding, and OEC monitoring procedures. OEC will host this conference annually to provide updates on special education policies and programs to LEA administrators statewide.

To support the implementation of RtI, a cross-agency leadership team will build on the work of the RtI Summit in Washington, DC, to establish Ohio's statewide Response to Intervention model based on the integrated systems approach, as described under Indicator 3. ODE will expand implementation by deploying the model through the regional State Support Teams.

In support of new state operating standards scheduled to take effect July 1, 2008, OEC, in conjunction with stakeholders, will develop and disseminate an LEA special education guidance document. The guidance document will provide support for applicable state and federal laws and rules, model and suggested forms, and best practice examples of process implementation. Information and support for addressing evaluation and identification requirements will be included in this resource, presented within the context of a Response to Intervention model.

Part B State Annual Performance Report (APR) for 2006-2007

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
2006 (2006-2007)	0% of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Baseline Data for FFY 2005[1] (2005-2006):

Indicator 10, Table 1: Percent of LEAs from 2005-2006 with Disproportionate Representation in Specific Disability Categories Resulting from Inappropriate Identification

Disproportionate Representation	
LEAs with disproportionate representation	7
LEAs with disproportionate representation due to inappropriate identification	0
Total LEAs	987
Percent	0%

To report on this indicator for FFY 2005, ODE examined 2005-2006 data for over and underrepresentation and identified seven LEAs with risk ratios indicating overrepresentation in specific disability categories. After submission of the FFY 2005 APR and revised SPP, all seven districts completed an OEC-designed self-review of their district's policies, procedures and practices relating to the identification of students with disabilities. Guidance documents provided the districts with sources of evidence for each item of the self-review. OEC personnel provided technical assistance to ensure accurate completion of the review. There

[1] The risk ratios calculated for this indicator are based on data reported for Table 1, required under IDEA section 618.

were no findings of inappropriate identification after OEC personnel evaluated the self-review reports submitted by these districts.

Actual Target Data for FFY 2006[2] (2006-2007):

Indicator 10, Table 2: Percent of LEAs from 2006-2007 with Disproportionate Representation in Specific Disability Categories Resulting from Inappropriate Identification

Disproportionate Representation	
LEAs with disproportionate representation	22
LEAs with disproportionate representation due to inappropriate identification	0
Total LEAs	982*
Percent	0%

*Fluctuation in the number of community schools resulted in a decrease in total LEAs from 2005-2006 to 2006-2007.

Explanation of Progress or Slippage that occurred for FFY 2006 (2006-2007):

To report on this indicator for FFY 2006, ODE examined 2006-2007 data for over and underrepresentation and identified 21 LEAs with risk ratios indicating overrepresentation in specific disability categories and one LEA identified with both over and underrepresentation in separate disability categories. All 22 districts were required to complete an OEC-designed self-review of their district's policies, procedures and practices relating to the identification of students with disabilities. Guidance documents provided the districts with sources of evidence for each item of the self-review. OEC personnel provided technical assistance to ensure accurate completion of the review. There were no findings of inappropriate identification after OEC personnel evaluated the self-review reports submitted by these districts.

Discussion of Improvement Activities Completed for FFY 2006 (2006-2007):

As described above, OEC developed a self-review document and guidance materials to guide LEAs identified with disproportionate representation in the analysis of their policies, procedures and practices relating to the identification of students with disabilities, including instruction and intervention practices within the general education classroom. OEC used the results of these reviews to determine if the disproportionate representation was the result of inappropriate identification.

As a member of a cross-agency team within ODE, OEC participated in the development of the Consortium on Racial Equity in K-12 Education at Miami University. The consortium was established to eliminate the achievement gaps between white students and students of color, and to address other issues related to racial equity, including disproportionate representation in special education.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

The majority of the improvement activities described in the SPP submitted in February, 2007 are more closely related to obtaining the data for this measurement or completing activities that are required by law, rather than improvement activities that would directly impact the frequency of disproportionate representation and progress on this indicator. These activities, although they will continue to be completed on an annual basis, will be replaced in the revised SPP with the following targeted strategies:

OEC will continue participating in the cross-agency Consortium on Racial Equity in K-12 Education at Miami University. The consortium will continue working with Dr. Glenn Singleton, Executive Director of the Pacific Educational Group and author of *Courageous Conversations About Race: A Strategy for Achieving Equity in Schools*. The work of the consortium will help develop and increase capacity to address statewide concerns relative to over and underrepresentation of students of color referred and placed in special education.

[2] The risk ratios calculated for this indicator are based on data reported for Table 1, required under IDEA section 618.

In the summer of 2008 OEC staff will observe the Summer Institute on Addressing Disproportionality conducted by the Wisconsin Department of Public Instruction, in order to learn more about Wisconsin's process, tools and resources for addressing disproportionate representation. OEC will use these models to further develop and align Ohio's processes for addressing both significant disproportionality and significant discipline discrepancies among identified LEAs.

In January 2008, OEC hosted the Special Education Leadership Conference, designed to provide special education directors in public schools and community schools, as well as other leaders in Ohio's special education system, the opportunity to learn about many recent changes in policies and programs. The conference offered participants a chance to share ideas and concerns directly with OEC staff. Conference sessions focused on a number of very timely issues; including updates to *Operating Standards for Ohio's Schools Serving Students with Disabilities*, requirements related to SPP/APR indicators, and changes in data reporting, funding, and OEC monitoring procedures. OEC will host this conference annually to provide updates on special education policies and programs to LEA administrators statewide.

To support the implementation of RtI, a cross-agency leadership team will build on the work of the RtI Summit in Washington, DC, to establish Ohio's statewide Response to Intervention model based on the integrated systems approach, as described under Indicator 3. ODE will expand implementation by deploying the model through the regional State Support Teams.

In support of new state operating standards scheduled to take effect July 1, 2008, OEC, in conjunction with stakeholders, will develop and disseminate an LEA special education guidance document. The guidance document will provide support for applicable state and federal laws and rules, model and suggested forms, and best practice examples of process implementation. Information and support for addressing evaluation and identification requirements will be included in this resource, presented within the context of a Response to Intervention model.

Part B State Annual Performance Report (APR) for 2006-2007

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
2006 (2006-2007)	100% of children with parental consent to evaluate are evaluated and eligibility determined within 60 days.

Actual Target Data for FFY 2006 (2006-2007):

Indicator 11, Table 1: Percent of Children Evaluated Within 60 Days

Child Find	
a. Number of children for whom parental consent to evaluate was received	26,588
b. Number of children determined not eligible (evaluated within timelines)	1,613
c. Number of children determined eligible (evaluated within timelines)	20,414
Total evaluated within timelines	22,027
Percent evaluated within timelines	82.9%*

*Although baseline data were reported for this indicator in the FFY 2005 (2005-2006) APR, the 2006-2007 data reflect first-year implementation of a new data collection method through the statewide Education Management Information System (EMIS).

Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007):

In 2006-2007, LEAs reported data for this indicator through the EMIS data collection system for the first time. During this reporting period LEAs received parental consent for 26,588 initial evaluations. Of these, 22,027 were completed within the 60-day timeline, reflecting a compliance rate of 82.9%. Further analysis revealed that of the evaluations completed beyond 60 days, 50% were completed within two weeks of the timeline.

Additional time required to complete initial evaluations beyond the 60-day timeline ranged from one to 22 days. LEAs identified reasons for noncompliance using the following reporting categories: Staff Unavailable Summer; Staff Unavailable School Year; Scheduling Conflicts; Parental Choice; and Child's Health.

Upon further investigation, OEC discovered that many districts who had slightly more than 60 elapsed days tended to believe that they were compliant, as they monitored timelines based on "school days," "business days," or "two months," rather than calendar days, as specified in the *Operating Standards for Ohio's Schools Serving Students with Disabilities*.

ODE attributes much of the identified noncompliance to a change in the method of reporting child find and related evaluation data, as the 2006-2007 reporting period represents the initial collection of these data through the EMIS Special Education Record. As with any change in data collection methods, adjustments must be made to student software at the LEA level, which varies by district. Professional development on specific reporting details is also needed to ensure that the data accurately reflect compliance with the indicator. The slippage likely reflects implementation issues, including vendor development of local student software packages, and some unawareness of specific reporting requirements. (Refer to Indicator 20 for a detailed description of Ohio's complex system for data collection).

ODE anticipates that timely completion of initial evaluations will improve as LEAs become more familiar with the requirements for reporting these data through the EMIS Special Education Record. Despite initial implementation issues, ODE is confident that the statewide data collection system will longitudinally provide a complete and accurate picture of Ohio's performance across multiple SPP indicators.

As identified in OSEP's response table, ODE reported noncompliance for this indicator based on the data submitted for FFY 2005 in February, 2007. The data were obtained through a temporary collection method of telephone/fax survey, and follow-up contacts with LEA staff indicated confusion with reporting procedures. OEC completed monitoring visits for verification, and on-site record reviews confirmed a higher compliance rate. In 2006-2007 OEC made written findings of noncompliance among four LEAs, who were provided with technical assistance and clarification regarding evaluation requirements and newly-implemented EMIS reporting procedures. OEC will verify correction by the conclusion of the one-year timeline in 2007-2008, and will report the status of timely correction within Indicator 15 of the FFY 2007 APR.

Discussion of Improvement Activities Completed for FFY 2006 (2006-2007):

During 2006-2007 ODE completed the following improvement activities related to evaluation requirements:

- Provided technical assistance to LEAs that were not meeting evaluation timelines as identified through the complaint process, focused monitoring activities and self-reporting by LEAs;
- Collaborated with ODE's Office of Community Schools in the development of three primers detailing the requirements for provision of special education and related services to students with disabilities enrolled in community schools;
- Gave presentations to community schools, community school sponsors and community school governing boards regarding the provision of special education and related services;
- Gave presentations to LEA staff and regional service providers regarding child find and related evaluation data requirements;
- Met with related services organizations and associations to provide information about child find and related evaluation activities, in order to address challenges to completing evaluations within timelines;
- Partnered with other offices within the ODE, including the Office of Career-Technical and Adult Education, Office of Educational Reform, and the Office of Federal Programs, to increase awareness of evaluation requirements;

- Contacted more than 400 LEAs with incomplete initial evaluation data to prompt timely and accurate submission for the year-end 2006-2007 EMIS reporting period; and
- Included this indicator in the determinations process, though not required during the first year, in order to emphasize the importance of meeting evaluation timelines and improve LEA awareness of new reporting requirements.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

In order to ensure timely correction of identified noncompliance with initial evaluation timelines, OEC will implement a self-assessment monitoring process with all LEAs identified as noncompliant based on 2006-2007 EMIS data (provided in Table 1). LEAs will identify root causes for poor performance and will submit action plans with improvement strategies to ensure correction of noncompliance within one year.

Given that vendors have now had sufficient time to develop local student software packages for LEAs, ODE will focus its efforts on professional development necessary to clarify reporting requirements. In March 2008, OEC staff will conduct ten regional data training sessions focusing on special education data reporting and 618, 619 and SPP/APR data elements. Districts will be required to send their special education director *and* their EMIS coordinator. The intent of these meetings is to clarify definitions and reporting procedures, ensure timely and accurate data submission, and communicate implications of inaccurate and incomplete reporting. Beginning with the year-end 2007-2008 reporting period, EMIS staff will provide new data verification reports to LEAs, identifying individual student data that appears to be inconsistent or incomplete so that it can be corrected prior to reporting deadlines.

In support of new state operating standards scheduled to take effect July 1, 2008, OEC, in conjunction with stakeholders, will develop and disseminate an LEA special education guidance document. The guidance document will provide support for applicable state and federal laws and rules, model and suggested forms, and best practice examples of process implementation. Information and support for addressing evaluation requirements will be included in this resource.

In January 2008, OEC hosted the Special Education Leadership Conference, designed to provide special education directors in public schools and community schools, as well as other leaders in Ohio's special education system, the opportunity to learn about many recent changes in policies and programs. The conference offered participants a chance to share ideas and concerns directly with OEC staff. Conference sessions focused on a number of very timely issues; including updates to *Operating Standards for Ohio's Schools Serving Students with Disabilities*, requirements related to SPP/APR indicators, and changes in data reporting, funding, and OEC monitoring procedures. OEC will host this conference annually to provide updates on special education policies and programs to LEA administrators statewide.

To support the implementation of RtI, a cross-agency leadership team will build on the work of the RtI Summit in Washington, DC, to establish Ohio's statewide Response to Intervention model based on the integrated systems approach, as described under Indicator 3. ODE will expand implementation by deploying the model through the regional State Support Teams. OEC will continue to provide information regarding the RtI process, including strategies and resources, through regional meetings, the Special Education Leadership Conference, and the LEA guidance document.

Part B State Annual Performance Report (APR) for 2006-2007

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
2006 (2006-2007)	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 2006 (2006-2007):

Indicator 12, Table 1: Percent of Children Found Eligible for Part B with an IEP Developed and Implemented 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	1808
b. Number of children referred and determined to be NOT eligible (prior to their third birthdays)	100
c. Number of children found eligible who had an IEP developed and implemented by their third birthdays	1540
d. Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services	1
Percent found eligible who have an IEP developed and implemented by their third birthdays	90.2%

Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007):

Education Management Information System (EMIS) data for 2006-2007 provide evidence that considerable progress has been made in pursuit of 100% compliance for this indicator. The 2006-2007 compliance rate of 90.2% represents an improvement of 10.9 percentage points from the 79.3% reported for 2005-2006, and an increase of 62.3 percentage points from the baseline of 27.9% reported for 2004-2005.

ODE attributes this considerable progress to several factors, including (1) increased capacity for the Office of Early Learning and School Readiness (OELSR) to monitor, identify and correct noncompliance, (2) LEA attention to providing effective and timely transitions, (3) collection of accurate and complete data via the statewide EMIS collection system, and (4) enhanced corrective action planning and oversight.

Changes to EMIS were initiated for the 2006-2007 collection period to measure the extent to which children in Ohio referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthday. To measure this indicator a series of new data elements was added to EMIS as part of the Special Education Record. These include:

1. Preschool Transition from Part C to Part B Conference Date
2. Referral for Evaluation Date
3. Consent for Evaluation Date
4. Initial Evaluation Team Report – Date Completed
5. Initial IEP Completion and Implementation Date
6. Reevaluation Team Report – Date Completed
7. Reevaluation IEP – Date Completed

Additionally, LEAs report the aggregate number of children referred to the LEA by Part C but not suspected by the LEA to have a disability, and the reasons for noncompliance with IEP implementation timelines. LEAs identify reasons for noncompliance using the following reporting categories: Staff Unavailable Summer; Staff Unavailable School Year; Scheduling Conflicts; Parental Choice; Parent Refused Consent; and Child's Health.

Based upon data collected by ODE for 2006-2007:

- 1808 children served in Part C were referred to Part B, as determined by the unduplicated count of children with Preschool Transition Conference (PSTC) codes in EMIS.
- 1 parent refused services.
- 1707 children received an IEP.
- 1489 of 1707 children referred by Part C and found eligible by Part B had IEPs developed and implemented on or prior to the third birthday. An additional 51 had IEPs implemented within 30 days of the third birthday due to acceptable delays for medical reasons (i.e., child's health) or due to parent choice, yielding a compliance rate of 90.2%.

Additional time required to implement IEPs beyond the third birthday ranged from one to 326 days. However, the single IEP implemented 326 days after the third birthday resulted from a delay in the transition conference due to the child's health, and the IEP was implemented in less than 60 days after the preschool transition conference. LEAs identified reasons for noncompliance using the reporting categories listed above.

As identified in OSEP's response table, ODE reported noncompliance for this indicator based on the data submitted for FFY 2005 and FFY 2004. For FFY 2005, OELSR identified 109 LEAs with noncompliance in transition from Part C to Part B services based on on-site monitoring data for 2005-2006. By the conclusion of the one-year timeline, 107 LEAs were found compliant following investigation for systemic and historical compliance. LEAs identified shortages of personnel for conducting evaluations as a challenge to meeting transition timelines. These LEAs implemented corrective action plans with support from OELSR or regional service providers, based on the level of noncompliance. The two LEAs that did

not meet compliance will receive individualized technical assistance and ongoing progress monitoring from an OELSR consultant. These districts will be required to use IDEA funds to address staff shortages and improve the transition process, if applicable. Ongoing noncompliance may result in the withholding of funds to ensure correction.

For FFY 2004, ODE previously reported that noncompliance based on data from 2004-2005 was partially corrected and that five large, urban districts were subject to corrective action. These districts received technical assistance from OELSR and implemented corrective action plans. All five LEAs have since demonstrated compliance and did not require progressive sanctions.

Discussion of Improvement Activities Completed for FFY 2006 (2006-2007):

During 2006-2007 ODE completed the following improvement activities related to transition from Part C to Part B services:

- Provided technical assistance meetings regionally and electronically to help LEA personnel prepare for reporting using the new EMIS data elements;
- Revised the interagency agreement between Part C (the Ohio Department of Health) and Part B (ODE) to align transition policies and guidance between each department. Issues addressed included: joint evaluation for children entering Help Me Grow (Part C services) 46-90 days prior to the third birthday; quarterly reporting to LEAs of family/child contact information for children currently being served by Help Me Grow (HMG); and continued collaboration;
- Provided training for HMG service coordinators around Part B eligibility;
- As part of the HMG Interagency Transition Committee, developed a guidelines document for local interagency agreements and distributed to stakeholders;
- Distributed special grants to Ohio's 8 largest urban districts to provide transition coordinators and build LEA capacity for meeting timelines; and
- Guided LEAs previously identified with noncompliance in the implementation of corrective action plans. Those with compliance rates of 49% or less were subject to technical assistance directly from ODE consultants as part of the corrective action process. LEAs with compliance rates between 50-74% were mandated to work with regional preschool special education coordinators as part of corrective action implementation. Those with compliance rates of 75-99% implemented self-corrective action plans.

Revisions, <u>with Justification</u>, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

The additional transition data elements reported by LEAs through EMIS provide the information needed to closely monitor transition compliance. OELSR developed a detailed on-site data verification form that facilitates a child-by-child analysis of the transition process. This form is now being used with LEAs identified with noncompliance based on 2006-2007 data, in order to ensure correction by the next reporting period.

In January 2008, OEC hosted the Special Education Leadership Conference, designed to provide special education directors in public schools and community schools, as well as other leaders in Ohio's special education system, the opportunity to learn about many recent changes in policies and programs. The conference offered participants a chance to share ideas and concerns directly with OEC staff. Conference sessions focused on a number of very timely issues; including updates to *Operating Standards for Ohio's Schools Serving Students with Disabilities*, requirements related to SPP/APR indicators, and changes in data reporting, funding, and OEC monitoring procedures. OEC will host this conference annually to provide updates on special education policies and programs to LEA administrators statewide.

In support of new state operating standards scheduled to take effect July 1, 2008, OEC, in conjunction with stakeholders, will develop and disseminate an LEA special education guidance document. The guidance document will provide support for applicable state and federal laws and rules, model and

suggested forms, and best practice examples of process implementation, including requirements for transition from Part C to B.

In March 2008, OEC staff will conduct ten regional data training sessions focusing on special education data reporting and 618, 619 and SPP/APR data elements. Districts will be required to send their special education director *and* their EMIS coordinator. The intent of these meetings is to clarify definitions and reporting procedures, ensure timely and accurate data submission, and communicate implications of inaccurate and incomplete reporting. Beginning with the year-end 2007-2008 reporting period, EMIS staff will provide new data verification reports to LEAs, identifying individual student data that appears to be inconsistent or incomplete so that it can be corrected prior to reporting deadlines.

Based on recent state legislation, the Ohio Department of Health and ODE have begun the process for assigning individual student identification numbers to children served in Help Me Grow. A three-year phase-in plan utilizing birth certificate information from the Bureau of Vital Statistics will be implemented. The use of student identifiers will improve inter-agency coordination of transition from Part C to Part B at the state and local levels.

Part B State Annual Performance Report (APR) for 2006-2007

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
2006 (2006-2007)	100% of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services.

Reporting and Discussion of Baseline Data for FFY 2005 (2005-2006):

Indicator 13, Table 1: Percent of Youth Aged 16 and Above with Transition Services Included in Their IEPs (2005-2006)

Transition Services	Calculated February 2007, based on preliminary EMIS reporting	Calculated October 2007, using finalized data
Youth aged 16 and above with transition services	17,804	10,092
Total youth with disabilities aged 16 and above	57,973	34,194*
Percent	30.7%	29.5%

*The reduction in the total count of youth with disabilities aged 16 and above reflects the students enrolled in 2005-2006 who exited and were therefore removed from the calculation, as LEAs could not report data in 2006-2007 for students who were no longer enrolled.

ODE reported baseline data required for submission in February, 2007 based on data extracted from the reporting period that is open from October through February, and had not yet closed when the analysis for reporting was completed. Therefore, all LEAs had not completed verification checks of the data. Between the time of the analysis that was completed for the February 2007 SPP submission and the time of the analysis based on the final data set completed in October 2007, extensive data cleaning and verification ensued, and the elimination of duplicate records and exited students resulted in a substantially

smaller group of students represented in the final baseline data set for 2005-2006. Students included in the December Child Count for 2005-2006, but who exited prior to the beginning of the 2006-2007 school year could not be included in this analysis, as they were not included in the October 2007 data set. Thus, the total count of youth with disabilities aged 16 and above reported for 2005-2006, and therefore the subset of those youth whose IEPs included transition services, were reduced in the final data set.

Although the final data set analyzed in October, 2007 represents complete baseline data for 2005-2006, the low compliance rate (29.5%) continued to reflect unawareness of the new data elements for reporting transition services through the Education Management Information System (EMIS). OEC implemented multiple communication, technical assistance and follow-up activities to inform LEAs of reporting requirements and ensure complete and accurate data collection, as described below.

Actual Target Data for FFY 2006 (2006-2007):

Indicator 13, Table 2: Percent of Youth Aged 16 and Above with Transition Services Included in Their IEPs (2006-2007)

Transition Services	
Youth aged 16 and above with transition services	56,901
Total youth with disabilities aged 16 and above	62,338*
Percent	91.3%

*Ohio first implemented the collection of transition services data during the fall 2006-2007 reporting period, and merged these data with enrollment data from 2005-2006 in order to provide initial data for the February 2007 SPP submission. The final calculations for 2005-2006 (see Table 1) could not include students who exited between the school years, as districts can only report transition planning data for enrolled students. The 2006-2007 measurement is based on enrollment data and transition services data from the same year, and thus comprises a larger student population.

Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007):

The current data reported through EMIS reveal a compliance rate of 91.3%, compared to the initial 2005-2006 baseline rate of 30.7% reported in the SPP. This substantial increase reflects improved awareness by LEAs of the EMIS reporting process for this indicator. OEC made a concerted effort to reinforce with LEAs the measurement for this indicator and the specific requirements for compliance reporting, resulting in a marked improvement in proper reporting procedures. Although the compliance rate for this indicator has not yet reached the level of substantial compliance, these data demonstrate that Ohio has made significant progress in ensuring compliance over the state's 2005-2006 performance in this area.

As identified in OSEP's response table, ODE reported noncompliance for this indicator based on the data submitted for FFY 2005. In the revised SPP submitted in conjunction with the FFY 2005 APR, ODE reported baseline data indicating that only 17,804 transition plans were in place for 57,973 youth with disabilities aged 16 and above. These figures were based solely on data that resulted from first-time introduction of new data elements and reporting procedures. Follow-up contacts with LEA staff indicated that noncompliance was rare. In general, very few youth were lacking transition plans, but district staff had a poor understanding of the reporting requirements. Monitoring visits confirmed the higher compliance rate. In 2006-2007 OEC made written findings of noncompliance among three LEAs, who were provided with technical assistance and clarification regarding the requirements for transition plans and data reporting. OEC will verify correction by the conclusion of the one-year timeline in 2007-2008, and will report the status of timely correction within Indicator 15 of the FFY 2007 APR.

Discussion of Improvement Activities Completed for FFY 2006 (2006-2007):

Prior to the close of the 2006-2007 year-end reporting period, OEC personnel directly contacted districts whose initial data indicated either non- or very low reporting for transition services included in IEPs by age 16. The results of these calls, and subsequent follow-up contacts, confirmed the hypothesis that, in fact, most districts were compliant but had failed to properly report this indicator through the EMIS process, as required. Training and technical assistance were provided by OEC consultants, LEAs

reported 2006-2007 data through EMIS, and the compliance rate rose to more accurately reflect the status of transition plans and services in Ohio.

OEC included this indicator in the determinations process, though not required during the first year, in order to emphasize the importance of meeting transition requirements and improve LEA awareness of new reporting procedures.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

To address identified noncompliance, OEC will implement a self-assessment process with all LEAs reporting noncompliance with transition requirements, requiring submission of action plans to ensure correction within one year. Training and technical assistance will be provided to selected districts, with an emphasis on the Indicator 13 Checklist developed by the National Secondary Transition Technical Assistance Center.

Given the significant improvement in 2006-2007 attributed to increased awareness of the new data elements for reporting transition services through EMIS, ODE will continue to focus its efforts on professional development necessary to further clarify reporting requirements for this and other indicators. In addition to reinstituting the annual Special Education Leadership Conference to provide updates to LEA personnel on changes to special education policies and programs, in March 2008 OEC staff will conduct ten regional data training sessions focusing on special education data reporting and 618, 619 and SPP/APR data elements. Districts will be required to send their special education director *and* their EMIS coordinator. The intent of these meetings is to clarify definitions and reporting procedures, ensure timely and accurate data submission, and communicate implications of inaccurate and incomplete reporting. Beginning with the 2007-2008 year-end reporting period, EMIS staff will provide new data verification reports to LEAs, identifying individual student data that appears to be inconsistent or incomplete so that it can be corrected prior to reporting deadlines.

OEC is in the process of compiling and disseminating revised *Operating Standards for Ohio's Schools Serving Students with Disabilities* in conjunction with the finalization of the IDEA 2004 regulations. Based on stakeholder input, OEC has chosen to maintain the requirement that LEAs begin secondary transition planning for students at age 14 or earlier, if appropriate.

OEC is also creating an enhanced LEA special education guidance document and resource network that will help LEAs better understand and implement state and federal requirements for secondary transition services for students with disabilities. The resource network will provide overall technical assistance and specific examples of high quality transition practices, including reference to the Indicator 13 Checklist.

Additional examples of appropriate measurable postsecondary goals, with supporting services, will be available through the secondary transition section of the ODE website. OEC will continue to work with local districts and schools to enhance EMIS reporting and to facilitate timely and accurate submission for the year-end reporting period.

OEC will utilize the Ohio Longitudinal Transition Study data collected for Indicator 14 to support transition services improvement at the regional and local level by disseminating evidence-based Transition Quality Indicators that link to successful post-school engagement.

In the coming year OEC will further engage the State Work Group on Secondary Transition to coordinate efforts related to two federal grants:

1) Identifying and disseminating Transition Quality Indicators to improve secondary transition services for students with disabilities, leading to higher graduation and reduced dropout rates; and

2) Partnering with the Ohio Rehabilitation Services Commission to develop joint RSC/OEC regional transition teams that will include an education transition specialist and a rehabilitation transition specialist. These teams will provide training and technical assistance to districts and families on evidence-based transition practices that increase post-school success for students with disabilities.

Both efforts will be coordinated through the Ohio Transition Executive Coordinating Committee, the State Work Group on Secondary Transition, and the Center for Innovation in Transition and Employment at Kent State University (an IHE partner). In addition, OEC will partner with the three federal technical assistance centers for transition, dropout, and post-school success to clarify, guide, and evaluate the coordinated work of the two grants from the development stage through training and implementation, with the goal of improving the transition component of the IEP and transition services for students with disabilities across the state.

Part B State Annual Performance Report (APR) for 2006-2007

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
2006 (2006-2007)	Baseline data and targets are provided in the revised State Performance Plan.

Actual Target Data for FFY 2006 (2006-2007):

ODE reported baseline data and targets for this indicator in the revised State Performance Plan, submitted in conjunction with the FFY 2006 (2006-2007) APR.

Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007):

Discussion of Improvement Activities Completed for FFY 2006 (2006-2007):

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

Part B State Annual Performance Report (APR) for 2006-2007

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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
2006 (2006-2007)	100% of findings of noncompliance are corrected within one year of identification.

Actual Target Data for FFY 2006 (2006-2007):

Indicator 15, Table 1: Identification and Correction of Noncompliance

Monitoring Area	Total Findings	Number of Findings Corrected Within One Year	Percent of Findings Corrected Within One Year
Complaints	86	85	98.8%
Management Assistance Reviews	2	2	100.0%
Focused Monitoring	289	289	100.0%
Indicator 4A	0	NA	NA
Indicator 9	0	NA	NA
Indicator 10	0	NA	NA
Indicator 11	9	9	100.0%
Indicator 12	35	35	100.0%
Indicator 13	5	5	100.0%
Total	426	425	99.8%

Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007):

In 2005-2006, OEC monitored 174 LEAs using different components of Ohio's system of general supervision, distributed as follows:

26 LEAs were involved in complaints;
41 LEAs completed management assistance reviews;
45 LEAs were selected for focused monitoring; and
62 LEAs received on-site data verification visits for Part C to Part B transition (Indicator 12).

From these monitoring processes OEC identified 426 findings of noncompliance. 425 of these findings were corrected within one year of identification, resulting in a compliance rate of 99.8% for this indicator.

Discussion of Improvement Activities Completed for FFY 2006 (2006-2007):

Complaints. In 2005-2006 OEC identified 86 findings of noncompliance through the complaint process. 85 findings were corrected within the one-year timeline, as the corrective action for one district included the school year when the complaint was processed (2005-2006) and the next school year (2006-2007). The assigned corrective action has since been completed and the complaint has been closed.

Management Assistance Reviews. OEC identified two findings of noncompliance through management assistance reviews during 2005-2006 and both were corrected within the timeline.

Focused Monitoring. During 2005-2006 OEC identified 303 total findings of noncompliance through the focused monitoring process, including findings for Indicators 11 and 13.

Indicator 11 – OEC identified noncompliance with initial evaluation requirements among nine LEAs selected for focused monitoring.

Indicator 13 – OEC identified noncompliance with secondary transition requirements among five LEAs selected for focused monitoring.

Each of the LEAs received training and technical assistance from regional service providers, using ODE's IEP inter-rater agreement tool, to clarify compliance requirements and implement improvement strategies. Through the follow-up activities completed in 2006-2007, OEC reviewed records in each of the LEAs and verified the correction of all noncompliance in the areas identified in the LEA summary reports. All of the findings identified through focused monitoring were corrected within the one-year timeline.

Indicator 12. Through on-site data verification visits completed in 2005-2006, the Office of Early Learning and School Readiness identified noncompliance in transition from Part C to Part B services among 35 LEAs. Personnel from these LEAs were required to attend regional meetings with OELSR consultants and regional service providers to clarify transition requirements and identify improvement strategies. These LEAs subsequently submitted corrective action plans to ODE and all 35 demonstrated compliance within the one-year timeline.

Indicators 4A, 9 and 10. During the 2005-2006 school year OEC did not identify findings of noncompliance related to these indicators.

The Ohio Department of Education initiated collection of extensive individual student level data in 2006-2007 that will facilitate identification of LEA noncompliance for Indicators 11, 12 and 13 for future years. As with all new large-scale data collections, extensive training and documentation must ensue to ensure data quality. Initial calculations completed as part of the previous SPP preparation and subsequent conversations with district staff confirmed the need to provide extensive technical assistance to enable complete and accurate data collection. To that end, OEC consultants contacted more than 400 LEAs with missing or invalid data to improve accuracy prior to the close of the 2006-2007 year-end cycle. Additionally, several new activities were implemented in 2007-2008 and will be incorporated into the SPP as ongoing strategies designed to ensure complete and accurate reporting of compliance data.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

As the individual student-level data collected statewide for 2006-2007 facilitated identification of LEA noncompliance for Indicators 11, 12 and 13, OEC has implemented an extensive LEA self-assessment

process to ensure correction. All LEAs with findings of noncompliance for Indicators 11 and 13, as identified through Education Management Information System (EMIS) data, will submit corrective action plans to OEC with improvement strategies designed to demonstrate full compliance by the 2007-2008 reporting cycle. The Office of Early Learning and School Readiness will continue to conduct on-site monitoring with LEAs identified as noncompliant in transition from Part C to Part B services (Indicator 12) to ensure correction within timelines.

To improve awareness of reporting requirements (especially for Indicators 11, 12 and 13) OEC and EMIS staff will jointly provide regional training to LEA special education coordinators and data staff in spring, 2008. This training is designed to clarify definitions and reporting procedures, ensure timely and accurate data submission, and communicate implications of inaccurate and incomplete reporting. Prior to the close of the 2007-2008 year-end reporting period, additional data verification reports will be created and shared with districts to assist in identification and correction of errors in data that have been submitted. These reports will identify student IDs related to unlikely or missing data, to ensure complete and accurate reporting of compliance data through the EMIS Special Education Record.

In January 2008, OEC hosted the Special Education Leadership Conference, designed to provide special education directors in public schools and community schools, as well as other leaders in Ohio's special education system, the opportunity to learn about many recent changes in policies and programs. Conference sessions provided updates on several issues, including updates to *Ohio's Operating Standards for Students with Disabilities*, requirements related to SPP/APR indicators, and changes in data reporting, funding, and OEC monitoring procedures. OEC will host this conference annually to provide updates on special education policies and programs to LEA administrators statewide.

In support of new state operating standards scheduled to take effect July 1, 2008, OEC, in conjunction with stakeholders, will develop and disseminate an LEA special education guidance document. The guidance document will provide support for applicable state and federal laws and rules, model and suggested forms, and best practice examples of process implementation. Information and support for addressing LRE will be included in this resource.

With regard to noncompliance identified from complaints, when an LEA fails to respond and/or fails to meet any of the benchmark dates noted in the corrective action plan, the following steps will be taken by ODE/OEC staff:

1) The LEA will receive a letter signed by the Director of the Office for Exceptional Children documenting the failure to comply with the corrective action plan. The letter will provide a revised benchmark date by which the missing items are to be completed, implemented and submitted for review. The letter will also include specific language detailing that applicable funds (state and/or federal) will be delayed, should the revised benchmark dates be missed or ignored.

   Possible impacted funds:

   a. IDEA Part-B funds (Preschool and school-age);
   b. Gifted Identification funds (GRF);
   c. Gifted Unit funds (GRF); and
   d. State-weighted special education funds (GRF foundation funds).

2) Should the LEA fail to meet the benchmark date as noted in the letter referenced above, an additional letter signed by the Associate Superintendent of the Center for School Options and Finance will be mailed to the LEA indicating that applicable funds (state and/or federal) are being delayed. The letter will detail the steps the LEA must comply with in order for the funds in question to be released.

3) Further noncompliance will result in ODE/OEC taking necessary steps to recover additional LEA funds after providing the opportunity for a Chapter 119 hearing.

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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
2006 (2006-2007)	100% of signed written complaints with reports issued are resolved within timelines.

Actual Target Data for FFY 2006* (2006-2007):

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

Complaint Timelines Met	
(1.1) Complaints with reports issued	97
(a) Reports with findings	54
(b) Reports within timelines	72
(c) Reports within extended timelines	18
Percent resolved within timelines	93%

Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007):

Of the 97 complaints with reports issued in 2006-2007, 90 reports were issued within timelines or properly extended timelines, resulting in a compliance rate of 93%. The slippage for this indicator is attributed to the late assignment of complaints to consultants within OEC. The administrative assistant who formerly logged and assigned complaints had difficulty processing them in a timely manner. In some cases complaints were assigned 15 to 20 days after the complaint was stamped into the office. The turnaround time for a complaint assignment should be no more than two days, as each day affects the federally mandated 60-day timeline.

The slippage for 2006-2007 is also reflective of the complexity of the complaint issues, the uncooperative behavior of some LEAs in providing documentation to OEC consultants in a timely manner, and difficulty in verifying the accuracy of LEA data.

* The percentage calculated for this indicator is based on data reported for Table 7, required under IDEA section 618.

Discussion of Improvement Activities Completed for FFY 2006 (2006-2007):

OEC has implemented the following corrective action steps to ensure 100% compliance with complaint timelines:

- Reassigned an administrative assistant from OEC's Procedural Safeguards section to another office within ODE. The reassignment of the assistant will improve the timely processing and assignment of complaints.
- Reassigned an educational consultant from the Procedural Safeguards section to another section of the Office for Exceptional Children.
- Adjusted caseloads for two educational consultants to improve the efficiency of complaint rotation.
- Hired an additional consultant assigned solely to complaint investigation and processing.
- Adjusted complaint tracking procedures to:
    - Disseminate the electronic complaint tracking sheet to all consultants at the beginning of each week, enabling consultants to access the tracking sheet and monitor timelines throughout the complaint investigation process
    - Provide email notifications, including individual electronic calendar updates, to all consultants as the 30 and 60-day timelines approach.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

The data management supervisor of OEC's Procedural Safeguards section will review the data quarterly and, based upon patterns, will assist consultants in complaint processing. Consultants will develop action plans based on trend data to ensure compliance with complaint timelines. OEC will also share trend data with the field at the annual Special Education Leadership Conference and other state and regional meetings.

With regard to noncompliance identified from complaints, when an LEA fails to respond and/or fails to meet any of the benchmark dates noted in the corrective action plan, OEC will implement the progressive sanctions described under Indicator 15.

Part B State Annual Performance Report (APR) for 2006-2007

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
2006 (2006-2007)	100% of due process hearing requests are fully adjudicated within timelines.

Actual Target Data for FFY 2006* (2006-2007):

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

Due Process Hearing Request Timelines Met	
(3.2) Hearings (fully adjudicated)	13
(a) Decisions within timeline	1
(b) Decisions within extended timeline	12
Percent adjudicated within timelines	100%

Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007):

In 2006-2007 all due process hearing requests were fully adjudicated within timelines or properly extended timelines, meeting the target of 100% for this indicator.

Discussion of Improvement Activities Completed for FFY 2006 (2006-2007):

During annual training the importance of meeting timelines was emphasized with hearing officers. Hearing officers were asked to document and provide justification for extensions to timelines. These extensions were entered into OEC's database to ensure proper documentation.

ODE continued to utilize two-year contracts for impartial hearing officers (IHOs) and state level review officers (SLROs) to reduce work disruption resulting from the contract process.

OEC implemented a mandatory form for hearing officers to document timelines. The due process coordinator was assigned to monitor timelines and verify rationales for extensions.

* The percentage calculated for this indicator is based on data reported for Table 7, required under IDEA section 618.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

As of July 1, 2008, IHOs will be required to complete hearings in fifty hours or less. If a hearing must continue beyond the fifty hour maximum, the hearing officer must provide written justification for the additional hours of hearing. An evaluation of hearing officers will be implemented to provide information on the number of hearings extended beyond timelines and the justifications for the extensions.

In order to simplify the hearing and sufficiency processes for families, IHOs will be appointed by the due process coordinator on a random, rotational basis beginning July 1, 2008. The appointed IHO will serve as the sufficiency officer, thereby eliminating an additional person with whom the participants must interact.

The due process coordinator will utilize a variety of communication methods, including the state superintendent's listserv, OEC's Highlights publication, the Special Education Leadership Conference, and other state and regional meetings to inform LEAs and families of the newly-established mediated resolution meetings and facilitated IEPs provided by ODE.

Part B State Annual Performance Report (APR) for 2006-2007

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
2006 (2006-2007)	50.6% of resolution sessions result in settlement agreements.

Actual Target Data for FFY 2006* (2006-2007):

Indicator 18, Table 1: Due Process Hearing Requests Resolved Through Resolution Session Settlement Agreements

Resolution Sessions	
(3.1) Resolution sessions held	77
(a) Settlement agreements	55
Percent resulting in settlement agreements	71.4%

Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007):

During 2006-2007, 77 resolution sessions were held for due process hearing requests. Of the 77 sessions held, 55, or 71.4%, resulted in resolution session settlement agreements, reflecting progress from 2005-2006 and exceeding the target by 20.8 percentage points. Because the data collected for 2005-2006 comprise the baseline for this indicator, it is difficult to determine if the data for 2005-2006 or 2006-2007 represent anomalies. Further analysis of the data in subsequent years will provide more accurate information concerning trends in resolution sessions.

Discussion of Improvement Activities Completed for FFY 2006 (2006-2007):

OEC developed a *Due Process Complaint and Hearing Request Withdrawal* form to aid in data collection for this indicator. The form assisted LEAs in reporting the outcome of resolution meetings. During 2006-2007 these forms were inserted as the last two pages in the *Due Process Information: Questions and Answers* document. OEC discovered that many LEA personnel and parents did not notice these inserts. To ensure proper documentation of resolution meeting information and withdrawals, the LEA now

* The percentage calculated for this indicator is based on data reported for Table 7, required under IDEA section 618.

receives copies of the resolution meeting and withdrawal forms immediately following the letter notifying the LEA of the due process hearing request. The instructions for each form are highlighted to call attention to resolution session requirements. If the forms are not returned after the resolution period, the due process coordinator makes follow-up phone calls to ensure that LEAs properly document resolution meetings and withdrawals.

Legislative changes that apply confidentiality requirements to resolution sessions were proposed, adopted, and became effective October 1, 2007. OEC anticipates these requirements will positively impact this indicator by reducing previous reluctance to participate in resolution sessions due to confidentiality concerns.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

OEC will revise the *Due Process Information: Questions and Answers* document before the impartial hearing officer training sessions to be held in August, 2008. The document will be written in language designed for parents to read and understand the hearing process and parental requirements, and will include information on parental options if the due process request is deemed insufficient by the hearing officer. The document will also include information describing facilitated/mediated resolution meetings, which are new to the state this year. In order for all stakeholders to obtain easy access to this document, it will be published in the LEA special education guidance document (based on the revised state operating standards) and will also be posted on the ODE website. The revised version of the document will continue to be sent to LEAs and parents when OEC receives a request for a due process hearing.

OEC personnel will work with the Consortium for Appropriate Dispute Resolution (CADRE), parent advocacy groups, and other stakeholders to more thoroughly and effectively disseminate information regarding mediated/facilitated resolution sessions and facilitated IEPs to parents and LEAs.

In addition, OEC will identify low and no-cost providers of legal services for parents who wish to file a due process request, to ensure compliance with the requirements for due process complaints and increase the participation of parents in resolution meetings.

Part B State Annual Performance Report (APR) for 2006-2007

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
2006 (2006-2007)	87% of mediations held result in mediation agreements.

Actual Target Data for FFY 2006* (2006-2007):

Indicator 19, Table 1: Mediations Held Resulting in Mediation Agreements

Mediation Resolution	
(2) Mediation requests total	131
(2.1) Mediations	131
(a) Mediations related to due process	50
(i) Mediation agreements	22
(b) Mediations not related to due process	81
(i) Mediation agreements	68
(2.2) Mediations not held (including pending)	0
Percent Resulting in Mediation Agreements	68.7%

Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007):

During the 2006-2007 school year 131 mediations were held, including 50 mediations related to due process cases and 81 that were not. Of the 50 due process cases for which mediations were held, 22, or 44%, resulted in mediation agreements. Of the additional 81 mediations that were not related to due process cases, 68, or 84%, resulted in mediation agreements.

The aggregate mediation agreement rate of 68.7% falls short of the 87% target for 2006-2007. This slippage is likely the result of the low rate of successful mediations related to due process cases (44%), due to the inherently contentious nature of due process proceedings.

* The percentage calculated for this indicator is based on data reported for Table 7, required under IDEA section 618.

Discussion of Improvement Activities Completed for FFY 2006 (2006-2007):

All mediators attended a two-day training session in June, 2007 that included training on the IEP team process, to enable mediators to conduct facilitated IEP team meetings. OEC instituted a pilot IEP facilitation program in three school districts during the 2006-2007 school year. The program was implemented statewide on July 1, 2007.

OEC developed two brochures to promote mediation and IEP facilitation within the state. *Mediation Procedures for Special Education: A Guide for Parents and Districts* and *IEP Facilitation Procedures for Special Education: A Guide for Parents and Districts* were developed and distributed to the Ohio Coalition for the Education of Children with Disabilities (Ohio's Parent Training and Information Center) and parties involved in disputes.

OEC received feedback from several LEAs indicating that they felt pressured to engage in the mediation process. During 2007- 2008 OEC is working to more fully inform inquiring parties about the mediation process and the nature of mediation. Staffing changes were implemented to insure that participants are adequately informed about the mediation process and that all questions received during the process are fully addressed.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

OEC will revise the mediation evaluation form before the mediator training in June, 2008, in order to obtain more descriptive and accurate information about participants' satisfaction with the mediator and the mediation process. OEC will then summarize this information to provide anonymous feedback to the mediators.

OEC personnel will work with the Consortium for Appropriate Dispute Resolution (CADRE), parent advocacy groups, and other stakeholders to more thoroughly and effectively disseminate information regarding mediation and IEP facilitation to parents and LEAs throughout the state utilizing the state superintendent's listserv, OEC's Highlights publication, the Special Education Leadership Conference, and other state and regional meetings.

Part B State Annual Performance Report (APR) for 2006-2007

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
2006 **(2006-2007)**	100% of state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

Actual Target Data for FFY 2006 (2006-2007):

SPP/APR: The FFY 2006 (2006-2007) Annual Performance Report and revised State Performance Plan were submitted on or before February 1, 2008.

Table 1: Report of Children with Disabilities Receiving Special Education under Part B of the Individuals with Disabilities Education Act, As Amended, was filed on or before February 1, 2007.

Table 2: Personnel (In Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities was filed on or before November 1, 2007.

Table 3: Part B, Individuals with Disabilities Education Act Implementation of FAPE Requirements was filed on or before February 1, 2007.

Table 4: Report of Children with Disabilities Exiting Special Education was filed on or before November 1, 2007.

Table 5: Report of Children with Disabilities Subject to Disciplinary Removal was filed on or before November 1, 2007.

Table 6: Report of the Participation and Performance of Students with Disabilities on State Assessments was filed on or before February 1, 2008.

Table 7: Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act was filed on or before November 1, 2007.

Indicator 20, Table 1: SPP/APR Data

APR Indicator	Valid and Reliable	Correct Calculation	Followed Instructions	Total
1	1		1	2
2	1		1	2
3A	1	1	1	3
3B	1	1	1	3
3C	1	1	1	3
4A	1	1	1	3
5	1	1	1	3
7	1	1	1	3
8	1	1	1	3
9	1	1	1	3
10	1	1	1	3
11	1	1	1	3
12	1	1	1	3
13	1	1	1	3
14	1	1	1	3
15	1	1	1	3
16	1	1	1	3
17	1	1	1	3
18	1	1	1	3
19	1	1	1	3
APR Score Calculation			Subtotal	58
			Timely Submission Points	5
			Grand Total	63

Notes:

a) Points are not allotted for correct calculations for Indicators 1 and 2, as states apply their own calculations to report graduation and dropout rates.

b) States are not required to report on Indicator 6 in the FFY 2006 (2006-2007) APR.

Indicator 20, Table 2: 618 Data

Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 Due 2/1/07	1	1	1	1	4
Table 2 Due 11/1/07	1	1	0	1	3
Table 3 Due 2/1/07	1	1	1	1	4
Table 4 Due 11/1/07	1	1	1	1	4

Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 5 Due 11/1/07	1	1	0	1	3
Table 6 Due 2/1/08	1	1	1	1	4
Table 7 Due 11/1/07	1	1	1	1	4
618 Score Calculation				Subtotal	26
				Grand Total (Subtotal × 2)	52

Indicator 20, Table 3: Combined Score

Indicator 20 Calculation	
A. APR Grand Total	63
B. 618 Grand Total	52
C. Indicator 20 Grand Total (A + B)	115
D. Total Possible Points	119
E. Indicator 20 Score (C ÷ D × 100)	96.6%

Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007):

ODE used the Indicator 20 worksheet provided by OSEP (Tables 1-3) to calculate Ohio's performance on this indicator. OEC submitted Ohio's FFY 2006 Annual Performance Report (APR), revised State Performance Plan (SPP) and all seven tables required under IDEA section 618 on or before the deadlines. For each of the SPP/APR indicators OEC followed instructions and used correct calculations to report valid and reliable data (see Table 1, above). OEC submitted complete data and responded to data note requests for all of the 618 data tables (see Table 2, above). Two of the tables were not accepted into OSEP's Data Analysis System (DANS) on the first submission. The initial edit check revealed a transposition of figures for Table 2 (Personnel), and in Table 5 (Discipline), one "null" cell was inadvertently left blank, causing a false position for errors. Both tables were corrected, promptly resubmitted, and subsequently accepted by DANS. As Table 3 indicates, Ohio earned 115 out of 119 possible points for this indicator, resulting in a compliance rate of 96.6%.

Data collected specifically for the requirements of the State Performance Plan and Annual Performance Report were affected by implementation issues at the local level. Data submitted by LEAs were generally accurate, however, for at least two indicators LEAs struggled to implement the necessary changes in local software and reporting structures within the timeframe required to enable complete reporting. ODE has undertaken many activities, described below, to ensure complete and accurate data submission by LEAs.

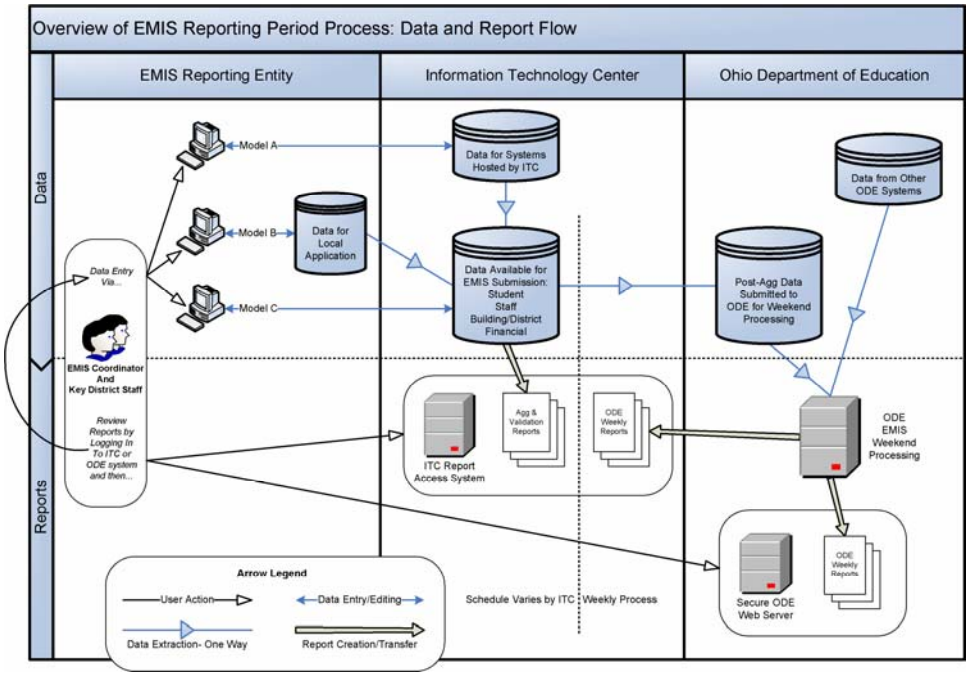
Discussion of Improvement Activities Completed for FFY 2006 (2006-2007):

Background. The Ohio Department of Education collects and stores nearly all of the data aggregated for the SPP and APR using its statewide Education Management Information System (EMIS). While EMIS is a centralized system used by the department, it is not a single application or software package. Rather, EMIS provides common definitions and reporting structures for data that more than one thousand different LEAs collect using their own local student software packages. These data are verified and cleaned using a multi-tiered system illustrated in Figure 1, below.

ODE is committed to collecting non-redundant student-level data through EMIS whenever possible. EMIS uses fixed reporting periods to ensure that LEA data snapshots are based on consistent time periods across the state.

Indicator 20, Figure 1: Data Flow to EMIS

Each LEA uses its own individual student software. At least 42 different software applications are utilized.



(For a larger version of this graphic and a more complete explanation of the structure of EMIS, visit http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=1297&Content=43459).

The strength of using very granular data is its versatility. Data reported once by an LEA can be included in hundreds of different reports. For example, a student's race is reported once in a "student demographic record" and using that variable, the student is counted in each of the 618 tables that include racial data. Therefore, instead of asking districts to report, "How many white children have multiple disabilities?"; "How many white children were disciplined?"; and "How many white children with disabilities who were disciplined took an alternate assessment?", a common student identifier links student-level race, disability, assessment information and discipline records across all reports.

The challenges related to using such granular data include the need to develop extensive business rules for each calculation. Duplicity resulting from student mobility and multiple service providers further underscores the need for consistent business rules for eliminating duplicate records.

Once each year EMIS undergoes an update in which new data elements are added and others are modified, clarified, or removed. Once state-level decisions are made about changes to EMIS, software developers for LEAs and intermediate sites apply those changes to local software applications. Implementation of data collection processes to accomplish SPP/APR reporting has required extensive additions and revisions to EMIS and, as expected, those changes were accompanied by necessary professional development, additional error checks, and the need to reconcile statewide data used for special education reporting with that aggregated for other purposes.

ODE's Office of Data Services, which houses the EMIS staff and data managers, has historically provided support and information to the field through district-level EMIS coordinators. These coordinators are employed by LEAs and often have multiple roles beyond EMIS. Previous activities related to special education reporting included creation of data collection business rules, professional development and training, data verification, and reconciliation of data reports. This year, several new activities were implemented for the first time, and will be incorporated into the SPP as ongoing activities designed to ensure complete and accurate data reporting.

EMIS Special Education Record. In the 2006-2007 school year, EMIS began collecting student-level data for a "special education event record," to facilitate calculation of SPP indicators This record includes each IEP-related event and its date, the outcome of the event, and any reasons that requirements for the event were not met. For example, one event is the completion of the Evaluation Team Report, or ETR.

Possible outcomes include identification of a disability and eligibility for services. If the completion of the ETR occurs beyond 60 days from receipt of parental consent, the LEA must provide a reason for not meeting the timeline.

Professional development. Formal professional development efforts targeted district-level EMIS staff and included:

- Two statewide training conferences and several regional sessions for district EMIS staff; and
- Documentation of updates through weekly EMIS email newsletters.

Data verification. Working with the OEC data manager, state-level EMIS staff used multiple data checks to ensure accuracy of reported data, including:

- Providing weekly district-level reports to LEAs of aggregated academic achievement, graduation, and dropout data used for the SPP;
- Completing checks of data aggregations and outliers with more-than-expected change between years for enrollment and LRE data and providing results to LEAs;
- In collaboration with ODE's Office of School Finance, creating new links between data reported for SPP indicators and the provision of weighted state special education funding;
- Creating additional district-level reports of aggregated data to be used for the SPP/APR, LEA determinations, and re-direction of funds for disproportionality; and
- Providing status reports for OEC to individually contact more than 400 LEAs whose initial year-end data for initial evaluations (Indicator 11), transition from Part C to Part B (Indicator 12), and secondary transition planning (Indicator 13), were incomplete.

Reconciliation of SPP/APR and 618 data for additional reporting. OEC's data manager worked with data managers elsewhere in the department to reconcile various reports that included SPP/APR and 618 data. The OEC data manager worked with ODE staff assigned to federal Education Data Exchange Network (EDEN) reports to compare business rules for completion of December Child Count, Discipline, and Exiting data reports.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007):

As OEC reviewed aggregate data used for the SPP at the close of the year-end reporting period, it was necessary to contact LEA special education and EMIS staff to clarify or verify submitted records. During conversations with district staff it became apparent that the increased complexity of reporting requirements has created a need for additional training, communication, and cooperation between LEA program and data staff. Thus, the additional activities described below will be implemented.

EMIS Special Education Record. Each year's SPP/APR data analysis will inevitably reveal the need for additional elements and expanded explanation of existing data collection procedures, building upon the special education event record described above. Ohio is working to align its system with the multi-state Computer Interoperability Framework (CIF). Therefore, changes in data collection must be consistent with state and national definitions as well as data reporting conventions.

Implement recent legislation. Recent state legislation permits the common use of individual student identifiers that can be utilized by both Part C and Part B data systems. ODE's Office of Early Learning and School Readiness is working closely with the agency responsible for Part C, the Ohio Department of Health, to assist in providing the necessary student information to the third party charged by Ohio law with assigning student identifiers. Personnel from both agencies have begun the process for assigning student identifiers to children served in Help Me Grow programs (Part C). A three-year phase-in plan utilizing birth certificate information from the Bureau of Vital Statistics will be implemented. The use of individual student identifiers will improve inter-agency coordination of transition from Part C to Part B at the state and local levels.

Data verification. New data verification activities include:

- During the 2007-2008 reporting period, state-level EMIS staff, working with the OEC data manager, will implement additional district-level reports of aggregated data used for the SPP/APR, LEA determinations, and re-direction of funds for disproportionality.
- EMIS staff will provide new data verification reports for LEAs, identifying individual student data that appears to be inconsistent or incomplete so that it can be corrected prior to reporting deadlines. Examples include:
    - Reporting both an alternate assessment and a standard version, or an unlikely combination of disability codes and assessment types; and
    - Identifying students with unlikely or problematic IEP or ETR dates.
- OEC staff will contact LEAs with extensive missing or incomplete data for any specific indicator.

Reconciliation of SPP/APR and 618 data for additional reporting. OEC's data manager will continue to collaborate with data managers elsewhere in the department to reconcile reports sent to various federal offices. New activities include:

- The OEC data manager and the department's EDEN staff will identify discrepancies between business rules and calculations used for 618, Title 1, Title 3, Safe and Drug-Free Schools and EDEN reporting, so that when data definitions and the reporting requirements coincide, public reports include consistent data.
- Whenever possible, special education 618 data will be sufficiently consistent with that reported through EDEN in order to create an "EDEN-only" report.
- The OEC data manager will ensure that business rules include appropriate consideration of data for students with disabilities when revising calculations of performance measures within the state accountability system. For example, ODE's Office of Policy and Accountability will implement a new graduation rate calculation for the 2007-2008 school year; requiring alignment between this new calculation and data reported for Indicator 1.

Professional development. Historically, professional development efforts have targeted district EMIS staff via documentation of updates through weekly EMIS communications, two statewide training conferences, and several regional sessions. New efforts will target coordination of data collection between local-level special education and EMIS staff:

- In March 2008, OEC staff will conduct ten regional data training sessions focusing on special education data reporting and 618, 619 and SPP/APR data elements. Districts attending will be required to send their special education director *and* their EMIS data manager.
- In support of new state operating standards scheduled to take effect July 1, 2008, OEC, in conjunction with stakeholders, will develop and disseminate an LEA special education guidance document. A section of the document will address data reporting issues.
- A new section will be added to the EMIS training manual to address specific special education data reporting procedures for EMIS coordinators.

These activities are intended to clarify definitions and reporting procedures, ensure timely and accurate data submission, and communicate implications of inaccurate and incomplete reporting.