



Ohio's Part B Annual Performance Report for 2007-2008

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Part B State Annual Performance Report (APR) for 2007-2008

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Commonly Used Abbreviations Appearing in Ohio’s APR

- APR – *Annual Performance Report*
- AYP – *Adequate Yearly Progress*
- EMIS – *Education Management Information System*
- FFY – *Federal Fiscal Year*
- IDEA – *Individuals with Disabilities Education Act*
- IEP – *Individualized Education Program*
- IHE – *Institution of Higher Education*
- LEA – *Local Education Agency*
- LRE – *Least Restrictive Environment*
- MR/DD – *County Board of Mental Retardation and Developmental Disabilities*
- 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*
- OEL&SR – *Office of Early Learning and School Readiness*
- OIP – *Ohio Improvement Process*
- OSEP – *Office of Special Education Programs*
- PBS – *Positive Behavior Supports*
- RRFC – *Regional Resource and Federal Center*
- SAPEC – *State Advisory Panel for Exceptional Children*
- SPDG – *State Personnel Development Grant*
- SPP – *State Performance Plan*
- SST – *State Support Team*
- USDOE – *U.S. Department of Education*

Part B State Annual Performance Report (APR) for 2007-2008**Overview of the Annual Performance Report Development:**

The Individuals with Disabilities Education Improvement 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 2007 (2007-2008) 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 2006 (2006-2007) 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, various tools and resources, and an on-site review of the document before submission.

ODE has previously reported to the public on APR and SPP indicators through web postings, meetings with stakeholders and professional organizations (including Ohio's State Advisory Panel for Exceptional Children, or SAPEC), 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 by February 2, 2009, ODE will post the FFY 2007 (2007-2008) APR and revised SPP on the department website (see <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=968&Content=58972>).

To report annually to the public on the performance of each local education agency (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. ODE will provide this report within 120 days after submission of the APR, as required (see <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=968&Content=55077>). 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 2006 (2006-2007) APR and revised SPP in February, 2008, ODE received a response from OSEP notifying the state of Ohio's determination of Needs Assistance, due to noncompliance for Indicators 11, 12 and 16. Because this represented Ohio's second consecutive year in Needs Assistance status, OSEP advised the state of available sources of technical assistance related to these indicators, requiring that the state report with its FFY 2007 (2007-2008) APR submission, (1) the technical assistance sources from which the state received assistance; and (2) what actions the state took as a result of that technical assistance. ODE has provided the required information in the FFY 2007 (2007-2008) APR, as follows:

- Indicator 11 – page 35;
- Indicator 12 – page 39; and
- Indicator 16 – page 54.

Ohio's determination and related requirements are shared with the public via the department website at <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=967&ContentID=58122&Content=58700>.

In addition, the response from OSEP included a table that summarized Ohio's status on each indicator and identified additional steps to be completed. To address these issues, ODE has provided the specific information requested by OSEP in the FFY 2007 (2007-2008) APR, as follows:

- Indicator 4 – As required, the results of reviews of policies, procedures and practices by LEAs identified with discipline discrepancies based on FFY 2007 data are discussed on page 17.
- Indicator 7 – ODE did not provide valid and reliable progress data from FFY 2006, as LEAs did not begin collecting these data until FFY 2007, in order to provide complete baseline data for this indicator in February, 2010. As required, progress data from FFY 2007 are provided on pages 36-37 of the revised State Performance Plan, submitted in conjunction with the FFY 2007 (2007-2008) APR.
- Indicator 11 – For FFY 2006 ODE reported noncompliance with initial evaluation timelines. The status of timely correction of this noncompliance is discussed on page 35.
- Indicator 12
 - In the FFY 2006 APR ODE reported that noncompliance for Part C to B transition from FFY 2005 was partially corrected (107 of 109 LEAs with identified noncompliance had demonstrated correction). The status of correction among the two remaining LEAs is discussed on page 38.
 - ODE reported noncompliance for Part C to B transition for FFY 2006. The status of timely correction of this noncompliance is discussed on page 38.
- Indicator 13 – For FFY 2006 ODE reported noncompliance with secondary transition planning. The status of timely correction of this noncompliance is discussed on page 42.
- Indicator 16 – For FFY 2006 ODE reported noncompliance with complaint timelines. FFY 2007 data demonstrating compliance with timely complaint resolution requirements are provided on page 53.
- Indicator 20 – For FFY 2006 ODE did not meet the 100% target for timely and accurate data due to two missed edit checks for 618 data and invalid progress data for Indicator 7. FFY 2007 data demonstrating compliance with timely and accurate data requirements are provided on pages 62-63.

Part B State Annual Performance Report (APR) for 2007-2008

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 combined (adjusted for returning withdrawals).

The graduation rate is the percentage of students who entered high school that received a diploma during the 2007-2008 school year, including summer 2008 graduates currently being reported in the 2008-2009 October reporting period, which will close in March, 2009.

Graduation Rate =	# of 2007-2008 Graduates (Summer Graduates included) DIVIDED BY # of 2007-2008 Graduates + # of Grade 13 Students + (# of Grade 9 Dropouts in 2004-2005 - # of Grade 9 Ret. Withdrawals) + (# of Grade 10 Dropouts in 2005-2006 - # of Grade 10 Ret. Withdrawals) + (# of Grade 11 Dropouts in 2006-2007 - # of Grade 11 Ret. Withdrawals) + (# of Grade 12 Dropouts in 2007-2008 - # of Grade 12 Ret. Withdrawals) - Grade 12 students previously reported as dropouts	X 100
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Graduates: Students reported with a *DIPLOMA DATE* and a *DIPLOMA TYPE* excluding students reported with Grade Level = 13 and students reported with Proficiency Only Records. This includes summer graduates reported during the 2008-2009 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
2007 (2007-2008)	84.6% of youth with IEPs graduating from high school with a regular diploma.

Actual Target Data for FFY 2007 (2007-2008):

Indicator 1, Table 1: Graduation Rates

	Graduates	Potential Graduates	Percent
Students with Disabilities	15,006	17,891	83.9%
Typical Students	105,645	124,679	84.7%
All Students	120,651	142,570	84.6%

Indicator 1, Table 2: IDEA Section 618 Graduation Requirements

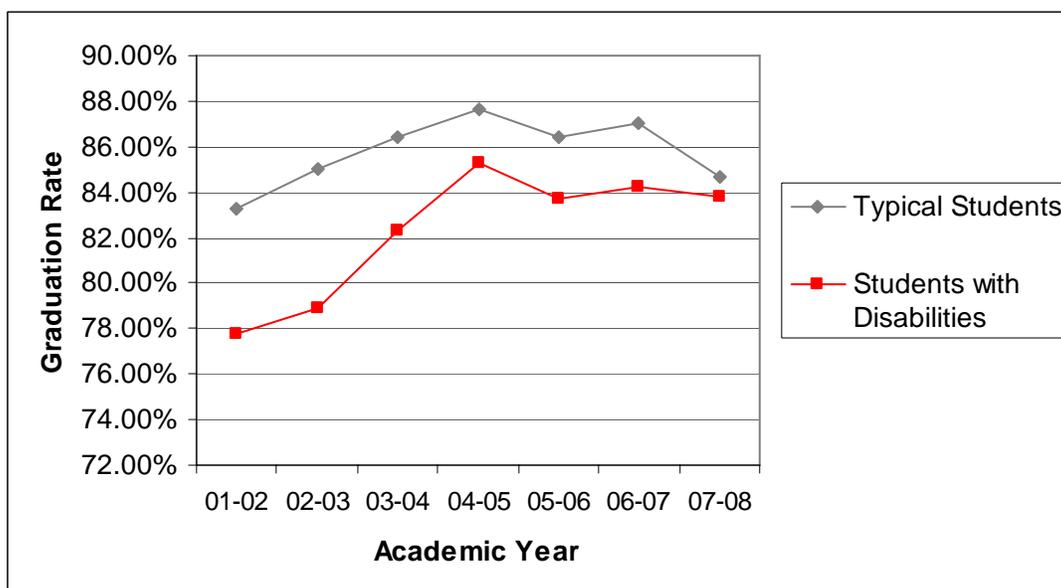
2007-2008	Percent of Students with Disabilities
Graduates with same requirements	44.5%
Graduates with modified requirements	55.5%

Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008):

Data for 2007-2008 reflect a decrease in graduation rates for all students, including students with disabilities. These data fall short of the target by 0.7 percentage points. This slippage may be due to statewide implementation of the rigorous requirement that all students pass all five sections of the Ohio Graduation Test (OGT) in order to receive their diplomas (except those excused from the consequences of the OGT by their IEPs). 2007-2008 represented the first year for enforcement of this requirement.

As displayed in the graph below, graduation rates for students with disabilities decreased less significantly than those for typical students. This indicates that, even with slippage, the graduation rate for students with disabilities continues to approach that of typical students at a steady pace.

Indicator 1, Figure 1: Longitudinal 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.

Discussion of Improvement Activities Completed for FFY 2007 (2007-2008):

In 2007-2008 OEC continued to work with the State Work Group on Secondary Transition to improve state-wide services for students with disabilities that lead to increased graduation rates and improved post-school success. OEC also conducted comprehensive work sessions with the national technical assistance centers to identify and disseminate evidence-based practices that increase graduation rates and reduce dropouts for the students with disabilities population.

OEC continued its partnership with the Ohio Rehabilitation Services Commission (ORSC) in the second year of the federal Ohio Secondary Transition Improvement Grant, with emphasis on connecting adult services and programs to school-age youth with disabilities. The outcomes of this five-year grant are directed at improving graduation rates and post-school employment rates for students with disabilities. OEC and ORSC continued to develop and deploy joint regional transition dyads that include an education transition specialist and a rehabilitation transition specialist. These teams provided coordination of services and technical assistance to adult services agencies, districts and families related to evidence-based transition practices that increase post-school success for students with disabilities. As a related activity, in partnership with Kent State University, OEC continued to use Ohio Longitudinal Transition Study data to help districts identify evidence-based practices leading to increased graduation and post-school engagement rates for students with disabilities.

In addition, OEC collaborated with other offices in ODE to develop an agency-wide effort for improving graduation rates and reducing dropout rates for all students. This initiative is based upon the State Board of Education's adoption of *A Comprehensive System of Learning Supports*, which details specific positive climate and student support practices focused on keeping all students engaged and connected to school. ODE is currently developing a searchable annotated database of evidence-based resources for dropout prevention based on student characteristics, ages and stages, and student issues such as truancy/attendance, discipline and mobility.

In 2007-2008, ODE used State Personnel Development Grant (SPDG) funds to develop and pilot the Ohio Improvement Process (OIP), a systems change effort designed to promote districtwide improvement of instructional practice and performance of all students through the development of effective leadership team structures. Through the OIP LEAs work with consultants from their State Support Team to complete the Decision Framework, which drives the OIP by structuring the review of district and building-level data, thereby facilitating meaningful conversations among district leadership teams in order to identify critical areas for improvement. (For a complete discussion of the Ohio Improvement Process, see Indicator 3).

Through completion of the Decision Framework, district leadership teams analyze data and identify areas for improvement related to graduation and dropout, including: graduation and dropout rates by subgroup (including students with disabilities); school climate; suspension and expulsion rates by grade and subgroup; student attendance by grade and subgroup; student mobility; teacher and student perception; and multiple risk factors. When the results of the Decision Framework reveal discrepancies or troubling patterns, the OIP facilitators from the State Support Team work with the district leadership team to identify goals and strategies for inclusion in the LEA's focused plan. In this way, implementation of the Ohio Improvement Process has the potential to positively impact graduation rates for all students, including students with disabilities.

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

After making LEA determinations in fall of 2008, OEC provided a spreadsheet to each State Support Team displaying the 2006-2007 and 2007-2008 performance across SPP/APR indicators for every LEA in the State Support Team (SST) region. This tool is color-coded to identify patterns of strengths and weakness within each LEA and across LEAs within the region. SST consultants will utilize these data as they support their LEAs in completion of the Decision Framework, as part of the Ohio Improvement Process. Beginning in 2008-2009, all LEAs identified as needing high-support will work with consultants from their SST to implement the OIP. (High-support/Tier 1 LEAs are those that did not meet 30 percent or more of their Adequate Yearly Progress (AYP) indicators.) In addition, ODE will encourage LEAs in Tier 2 (those at risk for needing high-support) to work with their regional Educational Service Centers to implement the OIP as well. As a result, in the coming years the OIP may be implemented in whole or in part in nearly 350 LEAs; thereby greatly expanding the potential for this process to improve results for students across the state.

ODE and the Ohio Governor's Office will continue to coordinate statewide procedural and legislative approaches to improve graduation rates for all students, especially for under-served populations and in high-need areas of the state. Ohio is currently developing *Basic Core Strategies for Increasing Student Engagement*, comprised of evidence-based practices for promoting high expectations for graduation. This resource will include: *Promotion of Engagement* through mentoring/tutoring, service learning, alternative schooling, after-school opportunities; *Early Intervention Activities* such as early childhood education, family engagement, and early literacy development; *Making the Most of Instruction* through professional development, active learning, educational technology, and individualized instruction; and *Making the Most of the Wider Community* with emphasis on systemic renewal and school-community collaboration.

OEC will continue to identify evidence-based practices to increase graduation rates for students with disabilities, based on the work of the 16 State Support Teams and regional Secondary Transition Specialists. These practices will be collected in electronic-based documents and made available to all stakeholders through ODE's education resources website.

Part B State Annual Performance Report (APR) for 2007-2008

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 2007-2008 Dropouts DIVIDED BY # of 2007-2008 Graduates + # of Grade 13 Students + (# of Grade 9 Dropouts in 2004-2005 - # of Grade 9 Ret. Withdrawals) + (# of Grade 10 Dropouts in 2005-2006 - # of Grade 10 Ret. Withdrawals) + (# of Grade 11 Dropouts in 2006-2007 - # of Grade 11 Ret. Withdrawals) + (# of Grade 12 Dropouts in 2007-2008 - # of Grade 12 Ret. Withdrawals) - Grade 12 students previously reported as dropouts	X 100
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Graduates: Students reported with a *DIPLOMA DATE* and a *DIPLOMA TYPE* excluding students reported with Grade Level = 13 and students reported with Proficiency Only Records. This includes summer graduates reported during the 2008-2009 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
2007 (2007-2008)	13.2% 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 2007 (2007-2008):

Indicator 2, Table 1: Dropout Rates

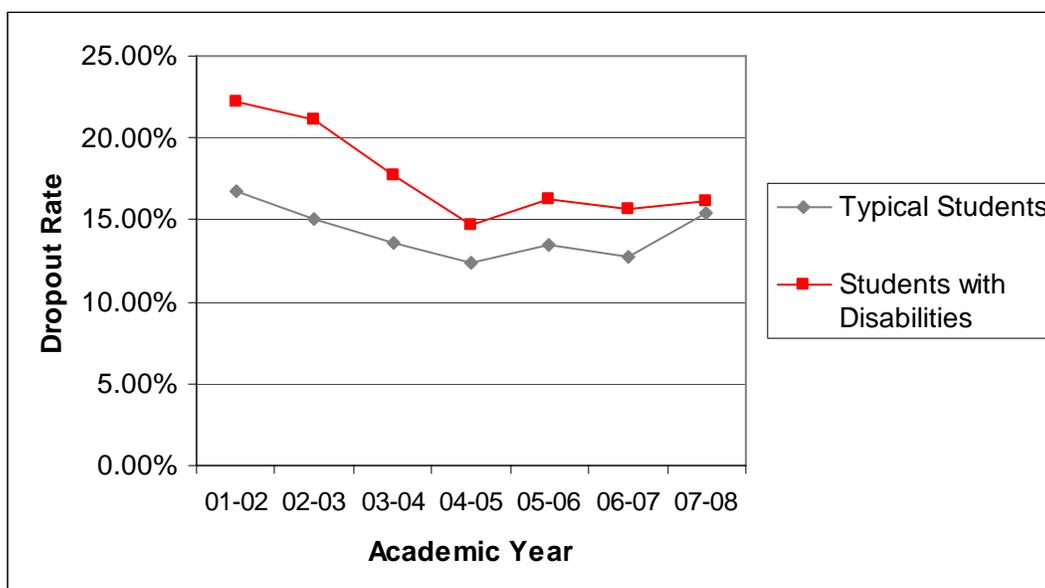
	Dropouts	Potential Graduates	Percent
Students with Disabilities	2,885	17,891	16.1%
Typical Students	19,034	124,679	15.3%
All Students	21,919	142,570	15.4%

Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008):

Data for 2007-2008 reflect an increase in dropout rates for all students, including students with disabilities. These data fall short of the target by 2.9 percentage points. As described in Indicator 1, the decrease in graduation rates and increase in dropout rates may be due to statewide implementation of the rigorous requirement that all students pass all five sections of the Ohio Graduation Test in order to receive their diplomas (except those excused from the consequences of the OGT by their IEPs). 2007-2008 represented the first year for enforcement of this requirement.

As displayed in the graph below, dropout rates for students with disabilities increased less significantly than those for typical students for 2007-2008. This indicates that, even with slippage, the dropout rate for students with disabilities continues to approach that of typical students at a steady pace.

Indicator 2, Figure 1: Longitudinal Dropout Rates



Discussion of Improvement Activities Completed for FFY 2007 (2007-2008):

In 2007-2008 OEC continued to work with the State Work Group on Secondary Transition to improve state-wide services for students with disabilities that lead to increased graduation rates and improved post-school success. OEC also conducted comprehensive work sessions with the national technical assistance centers to identify and disseminate evidence-based practices that increase graduation rates and reduce dropouts for the students with disabilities population.

OEC continued its partnership with the Ohio Rehabilitation Services Commission (ORSC) in the second year of the federal Ohio Secondary Transition Improvement Grant, with emphasis on connecting adult services and programs to school-age youth with disabilities. The outcomes of this five-year grant are directed at improving graduation rates and post-school employment rates for students with disabilities. OEC and ORSC continued to develop and deploy joint regional transition dyads that include an education transition specialist and a rehabilitation transition specialist. These teams provided coordination of services and technical assistance to adult services agencies, districts and families related to evidence-based transition practices that increase

post-school success for students with disabilities. As a related activity, in partnership with Kent State University, OEC continued to use Ohio Longitudinal Transition Study data to help districts identify evidence-based practices leading to increased graduation and post-school engagement rates for students with disabilities.

In addition, OEC collaborated with other offices in ODE to develop an agency-wide effort for improving graduation rates and reducing dropout rates for all students. This initiative is based upon the State Board of Education's adoption of *A Comprehensive System of Learning Supports*, which details specific positive climate and student support practices focused on keeping all students engaged and connected to school. ODE is currently developing a searchable annotated database of evidence-based resources for dropout prevention based on student characteristics, ages and stages, and student issues such as truancy/attendance, discipline and mobility.

In 2007-2008, ODE used State Personnel Development Grant (SPDG) funds to develop and pilot the Ohio Improvement Process, a systems change effort designed to promote districtwide improvement of instructional practice and performance of all students through the development of effective leadership team structures. Through the OIP LEAs work with consultants from their State Support Team to complete the Decision Framework, which drives the OIP by structuring the review of district and building-level data, thereby facilitating meaningful conversations among district leadership teams in order to identify critical areas for improvement. (For a complete discussion of the Ohio Improvement Process, see Indicator 3).

Through completion of the Decision Framework, district leadership teams analyze data and identify areas for improvement related to graduation and dropout, including: graduation and dropout rates by subgroup (including students with disabilities); school climate; suspension and expulsion rates by grade and subgroup; student attendance by grade and subgroup; student mobility; teacher and student perception; and multiple risk factors. When the results of the Decision Framework reveal discrepancies or troubling patterns, the OIP facilitators from the State Support Team work with the district leadership team to identify goals and strategies for inclusion in the LEA's focused plan. In this way, implementation of the Ohio Improvement Process has the potential to positively impact graduation rates for all students, including students with disabilities.

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

After making LEA determinations in fall of 2008, OEC provided a spreadsheet to each State Support Team displaying the 2006-2007 and 2007-2008 performance across SPP/APR indicators for every LEA in the SST region. This tool is color-coded to identify patterns of strengths and weakness within each LEA and across LEAs within the region. SST consultants will utilize these data as they support their LEAs in completion of the Decision Framework, as part of the Ohio Improvement Process. Beginning in 2008-2009, all LEAs identified as needing high-support will work with consultants from their SST to implement the OIP. (High-support/Tier 1 LEAs are those that did not meet 30 percent or more of their AYP indicators.) In addition, ODE will encourage LEAs in Tier 2 (those at risk for needing high-support) to work with their regional Educational Service Centers to implement the OIP as well. As a result, in the coming years the OIP may be implemented in whole or in part in nearly 350 LEAs; thereby greatly expanding the potential for this process to improve results for students across the state.

ODE and the Ohio Governor's Office will continue to coordinate statewide procedural and legislative approaches to improve graduation rates for all students, especially for under-served populations and in high-need areas of the state. Ohio is currently developing *Basic Core Strategies for Increasing Student Engagement*, comprised of evidence-based practices for promoting high expectations for graduation. This resource will include: *Promotion of Engagement* through mentoring/tutoring, service learning, alternative schooling, after-school opportunities; *Early Intervention Activities* such as early childhood education, family engagement, and early literacy development; *Making the Most of Instruction* through professional development, active learning, educational technology, and individualized instruction; and *Making the Most of the Wider Community* with emphasis on systemic renewal and school-community collaboration.

OEC will continue to identify evidence-based practices to increase graduation rates for students with disabilities, based on the work of the 16 State Support Teams and regional Secondary Transition Specialists. These practices will be collected in electronic-based documents and made available to all stakeholders through ODE's education resources website.

Part B State Annual Performance Report (APR) for 2007-2008

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:

- | |
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| <ul style="list-style-type: none"> A. Percent = $[(\# \text{ of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}) \text{ divided by the (total \# of districts that have a disability subgroup that meets the State's minimum "n" size in the State)}] \text{ times } 100.$ B. Participation rate = <ul style="list-style-type: none"> a. # of children with IEPs in assessed grades; b. # of children with IEPs in regular assessment with no accommodations (percent = $[(b) \text{ divided by } (a)] \text{ times } 100$); c. # of children with IEPs in regular assessment with accommodations (percent = $[(c) \text{ divided by } (a)] \text{ times } 100$); d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = $[(d) \text{ divided by } (a)] \text{ times } 100$); and e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = $[(e) \text{ divided by } (a)] \text{ times } 100$). |
|--|

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

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

<ul style="list-style-type: none"> C. Proficiency rate = <ul style="list-style-type: none"> a. # of children with IEPs in assessed grades; b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = $[(b) \text{ divided by } (a)] \text{ times } 100$); c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = $[(c) \text{ divided by } (a)] \text{ times } 100$); d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = $[(d) \text{ divided by } (a)] \text{ times } 100$); and e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = $[(e) \text{ divided by } (a)] \text{ times } 100$).
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- | |
|---|
| <ul style="list-style-type: none"> a. # of children with IEPs in assessed grades; b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = $[(b) \text{ divided by } (a)] \text{ times } 100$); c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = $[(c) \text{ divided by } (a)] \text{ times } 100$); d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = $[(d) \text{ divided by } (a)] \text{ times } 100$); and e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = $[(e) \text{ divided by } (a)] \text{ times } 100$). |
|---|

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

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

FFY	Measurable and Rigorous Target
<p>2007 (2007-2008)</p>	<p>A. 52% of LEAs with disability subgroups meeting the minimum “n” size meet the AYP objectives for progress for the disability subgroup.</p> <p>B. 98% participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; and alternate assessment against alternate achievement standards.</p> <p>C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards: <i>(Baseline plus 3/9 difference between 100% and baseline OR the adopted state AYP goal)</i> 54% Mathematics 63% Reading</p>

Actual Target Data for FFY 2007¹ (2007-2008):

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	321	340
Percent of LEAs with minimum “n” size	48. 6%	51. 4%

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	144,872 ²	100.0%	146,508 ³	100.0%
b. Children with IEPs in regular assessment with no accommodations	48,662	33.6%	50,627	34. 6%
c. Children with IEPs in regular assessment with accommodations	76,904	53.1%	76,517	52.2%
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	17,627	12.2%	17,624	12.0%
Total tested	143,193	98.8%	144,768	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 144,872 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 2007-2008.

³ The total of 146,508 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 2007-2008.

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

Participation Rate	
Required tests in grades assessed	291,380
Required tests taken in regular assessment with no accommodations; regular assessment with accommodations; and alternate assessment against grade level standards	287,961
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	144,872 ⁴	100%	146,508 ⁵	100%
b. Children with IEPs who are proficient or above as measured by the regular assessment with no accommodations	21,142	14.6%	24,940	17.0%
c. Children with IEPs who are proficient or above as measured by the regular assessment with accommodations	25,166	17.4%	30,835	21.0%
d. Children with IEPs who are proficient or above as measured by the alternate assessment against grade level standards	0	0.0%	0	0.0%
e. Children with IEPs who are proficient or above as measured against alternate achievement standards	17,014	11.7%	17,043	11.6%
Total proficient	63,322	43.7%	72,818	49.7%

Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008):

Target 3A: Ohio did not meet the target of 52%, as 48.6% of LEAs with disability subgroups meeting the minimum “n” size (n=30) met the AYP objectives for progress for the disability subgroup. However, these data do reflect an increase of 18.6 percentage points from the previous year, from 184 LEAs meeting AYP for students with disabilities in 2006-2007, to 321 in 2007-2008. This progress is largely attributed to incorporation of the Growth Measure in Ohio’s Accountability System, as described below.

Target 3B: The participation rate of 98.8% for students with disabilities in reading and math exceeds the target of 98% for 2007-2008.

Target 3C: Ohio did not meet the target proficiency rates of 54% for math and 63% for reading. The 43.7% proficiency rate for students with disabilities in math reflects slippage of 0.3 percentage points from 2006-2007. Likewise, the 49.7% proficiency rate for students with disabilities in reading reflects slippage of 0.5 percentage points from 2006-2007. This slippage is consistent with a decrease in proficiency rates for all students in 2007-2008 and does not reflect a pattern unique to students with disabilities. ODE is currently investigating this further to determine possible causes for this decline.

⁴ The total of 144,872 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 2007-2008, 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 146,508 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 2007-2008, 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.

Discussion of Improvement Activities Completed for FFY 2007 (2007-2008):

Ohio’s Accountability System. ODE incorporated two major additions to Ohio’s accountability system for the 2007-2008 school year: the Adequate Yearly Progress (AYP) Growth Measure and the Value-Added Measure. Both of these measures use student-level data to create a more accurate picture of student progress. The Growth Measure affects AYP, while the Value-Added Measure affects the state rating system.

The U.S. Department of Education granted ODE permission to incorporate the Growth Model into its AYP calculations. As part of this change, the minimum group size for students with disabilities decreased from 45 to 30.

Prior to 2007-2008, LEAs could meet Adequate Yearly Progress requirements in three ways:

- Meet the AYP goal with current-year results;
- Meet the AYP goal with two-year combined results; or
- Meet the requirements for Safe Harbor.

In all three cases, the Participation Rate goal of 95% must be met in order to make AYP.

The Growth Measure provides a fourth way to meet Adequate Yearly Progress requirements. Ohio examines AYP Growth Measure results for student groups that have not met AYP via one of the other three calculations. Therefore, a student group that met AYP only with the Growth Measure did not meet AYP with its current year, two-year combined, or Safe Harbor results. Table 5, below, illustrates how this new calculation benefited traditional districts (i.e., city, local and exempted village school districts) in 2007-2008. As these data reflect, the Growth Measure enabled many more districts to meet AYP requirements for students with disabilities, based on improvement in student performance over time.

Indicator 3, Table 5: AYP Results for Students with Disabilities Subgroup (612 Traditional Districts)

Subject	Met Adequate Yearly Progress Requirements				Did Not Meet AYP	Less Than Minimum “n” Size
	Current-Year Results	Two-Year Results	Safe Harbor	Growth Measure		
Reading	16	4	88	218	270	16
Math	52	10	71	281	182	16

Ohio Improvement Process. With State Personnel Development Grant (SPDG) funds ODE developed and piloted the Ohio Improvement Process with 16 LEAs in 2007-2008, with an additional 16 selected for participation in 2008-2009. The Ohio Improvement Process (OIP) is a systems change effort designed to promote districtwide improvement of instructional practice and performance of all students through the development of effective leadership team structures (e.g., district leadership teams). Ohio’s SPDG provides the opportunity to expand the leadership knowledge and skills of district leadership teams from across Ohio’s 16 State Support Team regions. To that end, these efforts are intended to facilitate a consistent, coherent process for regional service providers to use in working with district and building leadership teams.

Through SPDG, district leadership teams participate in high quality professional development designed to assist them in:

- Establishing norms for the operation of a high functioning district leadership team;
- Benchmarking district leadership team performance against essential leadership practices;
- Establishing processes for initiating, reviewing and refining school-level leadership team structures (e.g., building leadership teams and grade-level data teams);
- Implementing the Ohio Improvement Process (OIP) and associated tools to identify areas of greatest need;
 - The OIP directs the LEA to analyze a variety of state, district and building-level data (including short-cycle assessments, universal screening and diagnostic assessments,

and behavior/climate, perception and program information) using the Decision Framework.

- The Decision Framework, which drives the OIP, provides structured questions for district and building leadership teams to answer in order to analyze data and identify critical components for improving the academic performance of all students, including subgroup populations.
 - Developing a focused district plan with a limited number of goals and strategies based on data;
 - Developing a building-level team process for effective use of data and focused planning at the school level, aligned with district goals;
 - Implementing the focused plan fully and with integrity; and
 - Monitoring/evaluating plan implementation and its impact on student learning, and making necessary mid-course corrections.

As described previously, the Decision Framework drives the OIP by structuring the review of district and building-level data, thereby facilitating meaningful conversations among district leadership teams in order to identify critical areas for improvement. The Decision Framework includes investigation of student performance by subgroup; the use of culturally responsive and research based instruction and intervention; leadership practices; resource management; school climate including discipline and attendance; and parent/family, student, and community involvement.

Each participating district leadership team is comprised of up to 15 members, including the following representatives: superintendent or assistant superintendent; central office personnel (e.g., curriculum director, business/operations director); principal(s); teacher leader(s); director or supervisor of special education; and school board, parent and community representative(s).

State Support Teams. State House Bill 115 established the creation of a coordinated, integrated and aligned regional system to support state and school district efforts to improve school effectiveness and student achievement. ODE awards 16 contracts to Educational Service Centers designated as fiscal agents for the State Support Team (SST) within their geographic region. The scope of work for the SSTs is determined by ODE and is outlined in an annual performance agreement holding SSTs responsible for the regional delivery of school improvement, literacy, special education compliance, and early learning and school readiness services to LEAs. The SSTs assist districts identified by ODE in implementation of the Ohio Improvement Process, including facilitating completion of the Decision Framework. SST consultants (supported with Part B funds) work with the District Leadership Teams (DLT) of LEAs that have not met AYP for students with disabilities. In 2008-2009 two-member facilitator teams from each State Support Team are assigned to each LEA implementing the Ohio Improvement Process. These OIP facilitators are receiving training in the use of consistent tools and protocols aligned with the process, in order to:

- 1) Build capacity of State Support Team members to provide high quality, consistent support to LEAs in effective data use and focused planning for improving instructional practice and the academic performance of all students;
- 2) Pilot a process for providing support to district and building leadership teams;
- 3) Gather feedback from regional providers on the use of the Ohio Improvement Process and tools; and
- 4) Validate personnel qualifications needed by regional service providers to support districts and leadership teams to make needed improvement.

Response to Intervention. To further support the implementation of Rtl, a cross-agency leadership team from ODE has begun to connect the Ohio Improvement Process to response to intervention (Rtl) models. The development of a statewide integrated systems approach is the result of participation by ODE's leadership team in the Rtl Summits held in Washington, DC in 2007 and in Chicago 2008. ODE will continue emphasizing the role of Rtl within the Ohio Improvement Process through the work of the regional SSTs.

Focused Monitoring. During 2007-2008, OEC continued to select districts for monitoring based largely 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 an

investigation of multiple performance measures (prevention, assessment, collaboration, least restrictive environment, instruction, discipline, transition and compliance) within the context of student achievement.

LEA Determinations. In making district determinations 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 3C; proficiency rates for students with disabilities in relation to AYP targets.

Recognition. OEC formally recognized 96 Schools of Distinction whose 2006-2007 test results demonstrated high performance for all students, including students with disabilities. These schools received banners designating their status and were recognized at the Special Education Leadership Conference. OEC collaborated with other offices within ODE to share research on the effective practices of high-performing schools through regional and statewide conferences.

2% Alternate Assessment. Ohio 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 for Research (AIR). This work is supported by a three-year IDEA General Supervision Enhancement Grant (GSEG) awarded in August, 2007. ODE is serving 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.

During the past year, the three-state consortium continued development work on the 2% alternate assessment. In October 2008, Ohio and Minnesota conducted a fall pilot test of the assessment for students meeting the eligibility requirements. In Ohio, 1,246 students with disabilities, representing 75 school districts participated. Performance data are currently being verified and analyzed by the consortium's test vendor, AIR. In March 2009, all three states will conduct a spring pilot assessment. In Ohio, over 1,150 students with disabilities are expected to participate. The consortium will use performance data from the fall and spring pilots to make further modifications to the assessment, in preparation for peer review in 2010. In addition, the consortium will design professional development training on *Standards Based IEPs*; a requirement for students participating in the 2% assessment. The consortium is working with the North Central Regional Resource Center (NCRRC) and the Western Regional Resource Center (WRRC) on the development of these materials. ODE expects wide-scale training to begin in spring 2009.

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

As part of the differentiated accountability proposal, the impact of the Ohio Improvement Process will expand in 2008-2009, as all LEAs identified as needing high-support will work with facilitators from their State Support Team to implement the OIP. (High-support/Tier 1 LEAs are those that did not meet 30 percent or more of their AYP indicators.) In addition, ODE is working with Ohio's regional Educational Service Centers (ESCs) to further expand capacity of OIP implementation by: making information and resources available to ESC partners; facilitating regular meetings and training opportunities; partnering ESC consultants with OIP facilitators from SSTs to increase capacity for consistent, high quality implementation; and providing quality checks for process integrity. ODE will encourage LEAs in Tier 2 (those at risk for needing high-support) to work with their ESCs to implement the Ohio Improvement Process. As a result, in the coming years the OIP may be implemented in whole or in part in nearly 350 LEAs; thereby providing consistent support to LEAs across the state in effective data use and focused planning for improving the academic performance of all students, including students with disabilities.

OEC will continue calculating LEA determinations based on performance on a subset of SPP indicators, including required compliance indicators, as well as performance for students with disabilities (Indicator 3) and placement of students with disabilities in regular education settings (Indicator 5). OEC will utilize determinations scores to select districts for on-site monitoring that are farthest away from multiple targets. Formerly known as "focused monitoring," OEC will utilize "IDEA monitoring" as its most intensive review process, designed to assist districts in meeting federal and state requirements to improve student performance statewide.

Part B State Annual Performance Report (APR) for 2007-2008

Overview of the Annual Performance Report Development:

See page 1.

Monitoring Priority: Disproportionality

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
2007 (2007-2008)	A. 4.5% of LEAs with significant discrepancies in the rates of suspensions for children with disabilities. 0.6% 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 2007 APR.

Actual Target Data for FFY 2007* (2007-2008):

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

2007-2008	Suspensions	Expulsions
LEAs with discrepancies	13	1
Total LEAs	941	941
Percent	1.4%	0.1%

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

Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008):

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%, based on a minimum group-size of 30 that aligns with the calculation of discrepancies for disproportionality.

Based on 2007-2008 discipline data, OEC identified 13 LEAs with significant discrepancies in suspension rates and one LEA with a significant discrepancy in expulsion rates, thereby exceeding the targets for 2007-2008 and reflecting progress from 2006-2007. 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. However, several LEAs were also identified with discrepancies based on 2006-2007 data. Upon completion of the self-review these LEAs were directed to work with consultants from their State Support Team to further analyze discipline data as part of the Ohio Improvement Process. OEC anticipates that these LEAs will examine patterns in discipline rates and identify strategies related to positive behavioral interventions and supports, for inclusion in the district improvement plan developed through this process.

Discussion of Improvement Activities Completed for FFY 2007 (2007-2008):

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. In 2007-2008, two separate trainings were provided. In June 2008 50 new principal-led building teams were trained on the foundations of PBS, and in August 21 principal-led building teams received follow-up training. These teams, which had been implementing PBS for at least one year, utilized their schoolwide data during this intensive-level training. This design provided teams the opportunity to address challenges specific to their schools and plan strategies for improvement.

OEC continued to review discipline rates for students with disabilities as part of the focused monitoring process. 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, compliance with discipline requirements, and the use of behavioral supports and services.

In 2007-2008, ODE used State Personnel Development Grant (SPDG) funds to develop and pilot the Ohio Improvement Process, a systems change effort designed to promote districtwide improvement of instructional practice and performance of all students through the development of effective leadership team structures. Through the OIP LEAs work with consultants from their State Support Team to complete the Decision Framework, which drives the OIP by structuring the review of district and building-level data, thereby facilitating meaningful conversations among district leadership teams in order to identify critical areas for improvement and develop a focused plan. (For a complete discussion of the Ohio Improvement Process, see Indicator 3).

The review of policies, procedures and practices that impact discipline rates is an integral component of the OIP. Through completion of the Decision Framework, district leadership teams analyze data and identify areas for improvement related to discipline, including: school climate; suspension and expulsion rates by level (i.e., elementary, middle and high school), grade and subgroup (including students with disabilities); student attendance by level, grade and subgroup; graduation and dropout rates by subgroup; student mobility; teacher and student perception; and multiple risk factors.

The data described above are analyzed and discussed within the context of student achievement. When the results of the Decision Framework reveal discrepancies, issues or troubling patterns with discipline data, the OIP facilitators from the State Support Team work with the district leadership team to identify goals and strategies for inclusion in the LEA’s focused plan. In this way, implementation of the Ohio Improvement Process has the potential to positively impact discipline rates for all students, including students with disabilities.

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

As part of the on-site IDEA monitoring process (formerly known as focused monitoring), ODE will review discipline practices and promote the use of positive behavioral interventions and supports among LEAs whose data show that they are at risk for significant discipline discrepancies between students with disabilities and typical students.

OEC will continue to align efforts to reduce discipline discrepancies for students with disabilities to the work of the Ohio Improvement Process. As part of the differentiated accountability proposal, the impact of this work will expand in 2008-2009, as all LEAs identified as needing high-support will work with consultants from their State Support Team to implement the OIP. (High-support/Tier 1 LEAs are those that did not meet 30 percent or more of their AYP indicators.) In addition, ODE will encourage LEAs in Tier 2 (those at risk for needing high-support) to work with their regional Educational Service Centers to implement the OIP as well. As a result, in the coming years the OIP may be implemented in whole or in part in nearly 350 LEAs; thereby providing consistent support to LEAs across the state in effective data use and focused planning for improving results for all students, including students with disabilities.

Part B State Annual Performance Report (APR) for 2007-2008

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
2007 (2007-2008)	<ul style="list-style-type: none"> A. The percent of children with disabilities removed from the regular classroom less than 21% of the day is 48.4%. B. The percent of children with disabilities removed from the regular classroom greater than 60% of the day is 12.5%. C. The percent of children with disabilities who are served in public or private separate schools, residential placements, or homebound or hospital placements is 5.9%.

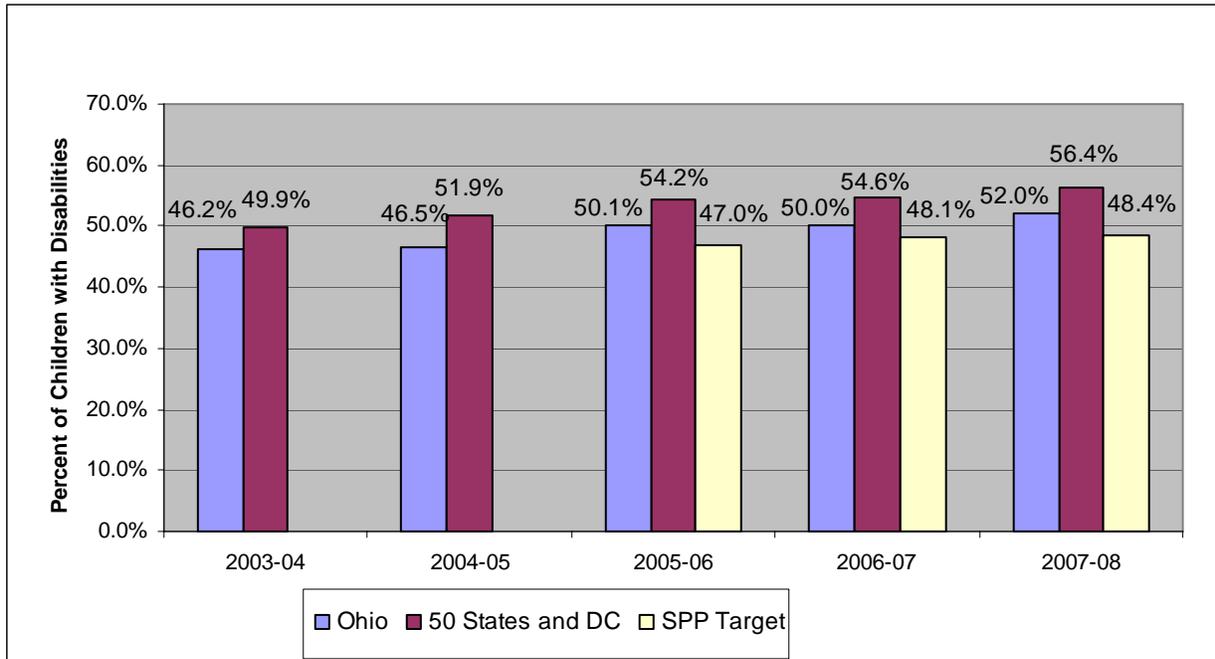
Actual Target Data for FFY 2007* (2007-2008):

Figures 1, 2 and 3, below, display Ohio's longitudinal performance on this indicator, specific to measurements A, B and C, respectively. These graphs show that Ohio has made steady progress toward meeting or exceeding the national averages in these areas.

5A: The percent of children with disabilities removed from the regular classroom less than 21% of the day is 52.0% for 2007-2008. Over the past five years, this percentage has increased by 5.8 percentage points.

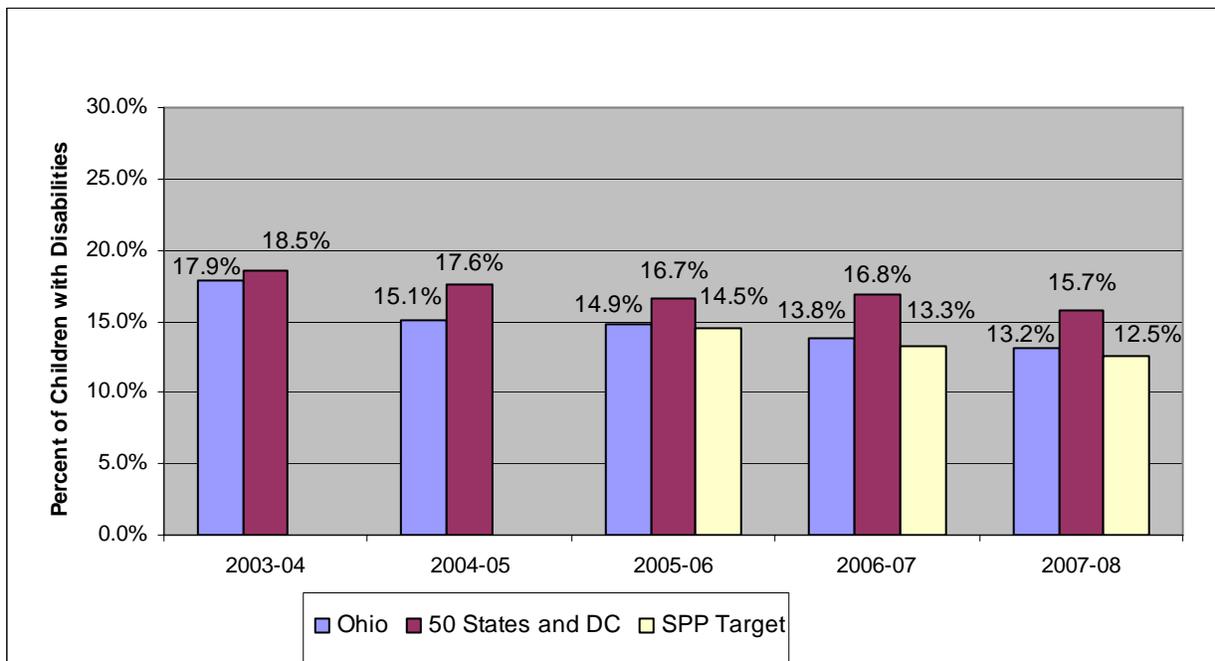
* The percentages calculated for this indicator are based on data reported for Table 3, required under IDEA section 618. States are not required to provide the actual numbers used to calculate the percentages for this indicator because they are based on 618 data that have been previously reported and are posted at www.ideadata.org.

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



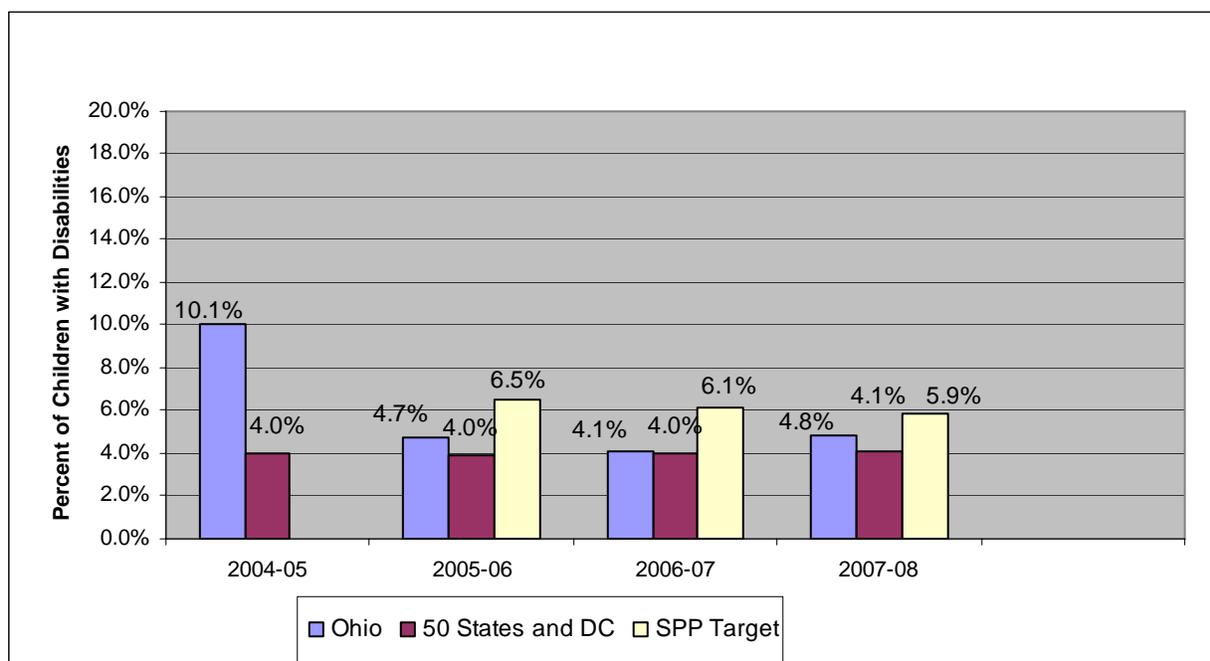
5B: The percent of children with disabilities removed from the regular classroom more than 60% of the day is 13.2% for 2007-2008. Over the past five years, this percentage has decreased 4.7 percentage points.

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



5C: The percent of children with disabilities who are served in separate facilities (including public or private separate schools, residential placements, or homebound or hospital placements) is 4.8% for 2007-2008. Over the past four years, this percentage has decreased by 5.3 percentage points.

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



Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008):

Target 5A: Data reported for the 2007-2008 school year show that 52.0% of students with disabilities were removed from the regular classroom less than 21% of the day, exceeding the target of 48.4% by 3.6 percentage points.

Target 5B: Data reported for the 2007-2008 school year show that 13.2% of children with disabilities were removed from the regular classroom more than 60% of the day, falling short of the 12.5% target by 0.7 percentage points.

Target 5C: Data reported for the 2007-2008 school year show that 4.8% of students with disabilities were educated in a separate facility, exceeding the target of 5.9% by 1.1 percentage points.

Though the state met the targets for 5A and 5C, Ohio missed the target for 5B for the third consecutive year. However, as shown in Figures 1, 2 and 3, longitudinal data reflect steady progress across all three measurements for Indicator 5. Although Ohio did not meet the target for 5B, the percent of children with disabilities removed from the regular classroom more than 60% of the day has decreased by 4.7 percentage points over the past five years, as shown in Figure 2.

Discussion of Improvement Activities Completed for FFY 2007 (2007-2008):

OEC has provided documentation outlining and further clarifying data definitions and formulae for calculating least restrictive environment (LRE) time, specifically for those LEAs with the lowest performance on this indicator. OEC included this information in the 2006-2007, 2007-2008 and 2008-2009 Education Management Information System (EMIS) manuals.

During 2007-2008, OEC continued to select districts for focused monitoring based largely 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 district determinations 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.

In January 2008, OEC hosted the Special Education Leadership Conference, designed to provide special education directors in traditional districts 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 *Operating Standards for Ohio Educational Agencies Serving Children with Disabilities*, requirements related to SPP/APR indicators, and changes in data reporting, funding, and OEC monitoring procedures. In September 2008 OEC hosted the second annual conference and provide information on various topics relevant to LEA special education administrators, including LEA determinations and related monitoring processes.

In the spring of 2008 OEC conducted five regional data trainings for LEA special education administrators and data staff in order to clarify definitions and reporting procedures, ensure timely and accurate data submission, and communicate implications of inaccurate and incomplete reporting. These trainings covered common reporting issues in detail and provided LEA personnel with opportunities to ask questions and discuss challenges.

In support of new state operating standards that took effect July 1, 2008, OEC, in conjunction with stakeholders, began development of an LEA special education guidance tool to provide support for applicable state and federal laws and rules, model and suggested forms, and best practice examples of process implementation. The online guide provides districts with information to improve access to the general curriculum for children with disabilities. OEC launched the online guidance document in the fall of 2008 and began seeking stakeholder feedback. The tool is currently going through final editing to reflect the comments received. OEC will post the final version of the guidance document in February 2009 as a resource for all LEAs and stakeholders.

In 2007-2008, ODE used State Personnel Development Grant (SPDG) funds to develop and pilot the Ohio Improvement Process, a systems change effort designed to promote districtwide improvement of instructional practice and performance of all students through the development of effective leadership team structures. Through the OIP districts work with consultants from their regional State Support Team (SST) to complete the Decision Framework, which drives the OIP by structuring the review of district and building-level data, thereby facilitating meaningful conversations among district leadership teams in order to identify critical areas for improvement and develop a focused plan. (For a complete discussion of the Ohio Improvement Process, see Indicator 3). The Decision Framework includes investigation of student performance by subgroup using disaggregated data and structured questions, thus prompting district leadership teams to identify potential barriers to student success, such as limited access to the general education curriculum. When the results of the Decision Framework reveal discrepancies or areas of concern, the OIP facilitators from the SST work with the district team to identify goals and strategies for inclusion in the LEA's focused plan.

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

After making LEA determinations in fall of 2008, OEC provided a spreadsheet to each regional State Support Team (SST) displaying the 2006-2007 and 2007-2008 performance data across each SPP/APR indicator for every LEA located within the SST region. This tool is color-coded to identify patterns of strengths and weakness within each LEA and across LEAs within the region. SST consultants will utilize these data as they support their LEAs in completion of the Decision Framework, as part of the Ohio Improvement Process. The LEA's performance on Indicator 5 is especially relevant in review of student performance by subgroup. Beginning in 2008-2009, all LEAs identified as needing high-support will work with consultants from their SST to implement the OIP. (High-support/Tier 1 LEAs are those that did not meet 30 percent or more of their AYP indicators.) Through this expanded work, implementation of the Ohio Improvement Process (OIP) has the potential to increase access to the general curriculum and improve results for students with disabilities across the state.

Part B State Annual Performance Report (APR) for 2007-2008

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
2007 (2007-2008)	New targets will be provided for this indicator when required.

Actual Target Data for FFY 2007 (2007-2008):

Reporting on this indicator is not required for the FFY 2007 (2007-2008) SPP/APR submission.

Explanation of Progress or Slippage that Occurred for FFY 2007 (2007-2008):

Discussion of Improvement Activities Completed for FFY 2007 (2007-2008):

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

Part B State Annual Performance Report (APR) for 2007-2008

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:

- | |
|---|
| <p>A. Positive social-emotional skills (including social relationships):</p> <ul style="list-style-type: none"> 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. <p>If a + b + c + d + e does not sum to 100%, explain the difference.</p> <p>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):</p> <ul style="list-style-type: none"> 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 |
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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
2007 (2007-2008)	Targets will be provided in the FFY 2008 (2008-2009) SPP, due February 1, 2010.

Actual Target Data for FFY 2007 (2007-2008):

ODE will provide baseline data for this indicator in the FFY 2008 (2008-2009) SPP/APR submission. Progress data are provided in the revised State Performance Plan, submitted in conjunction with the FFY 2007 (2007-2008) APR.

Explanation of Progress or Slippage that Occurred for FFY 2007 (2007-2008):

Discussion of Improvement Activities Completed for FFY 2007 (2007-2008):

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

Part B State Annual Performance Report (APR) for 2007-2008

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
2007 (2007-2008)	90% of parents with a child receiving special education services report that schools facilitated parent involvement.

Actual Target Data for FFY 2007 (2007-2008):

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	766
Parents surveyed	817
Percent	93.8%

Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008):

Of the 817 parents surveyed for 2007-2008, 766, or 93.8%, reported that the school facilitated their involvement as a means of improving services and results for children with disabilities. These data reflect an increase of two percentage points from the 2006-2007 school year and exceed the target of 90% for this indicator.

The sample surveyed represents parents from one-sixth of Ohio’s LEAs serving children with disabilities, and is stratified to ensure proportionate representation from traditional districts (including those enrolling more than 50,000 students), community schools, and state-supported schools. Additionally, each LEA uses the same roster sampling method to select parents to complete the survey. Given the extensive stratification process designed to provide proportionate representation across the state in the sampling pool, the use of nationally-validated survey tools* developed by the National Center for Special Education Accountability Monitoring (NCSEAM), and the efforts of the Ohio Coalition for the Education of Children with Disabilities to ensure collection of all required surveys, ODE feels confident that these data are valid and reliable, and this sample is representative of Ohio’s population of parents of children with disabilities.

* The survey tools used to collect data for this indicator are provided on pages 47-50 of the SPP. These tools have not been revised since FFY 2005, when they were implemented to collect Ohio’s baseline data.

Discussion of Improvement Activities Completed for FFY 2007 (2007-2008):

OEC attributes the continued high performance on this indicator to ongoing efforts to ensure that 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, 100 parent mentors are working in 262 school districts in Ohio. OEC collaborates with the Ohio Coalition for the Education of Children with Disabilities (OCECD), Ohio's Parent Training and Information Center, to provide ongoing staff development and technical assistance for parent mentors. 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.

With State Personnel Development Grant (SPDG) funds ODE developed and piloted the Ohio Improvement Process with 16 LEAs in 2007-2008, with an additional 16 selected for participation in 2008-2009. The Ohio Improvement Process (OIP) is a systems change effort designed to promote districtwide improvement of instructional practice and performance of all students through the development of effective leadership team structures (e.g., district leadership teams). These teams include parent representatives in order to establish meaningful parent involvement in planning and implementing district goals and improvement strategies.

Through the OIP LEAs work with consultants from their State Support Team to complete the Decision Framework, which drives the OIP by structuring the review of district and building-level data. Completion of the Decision Framework includes investigation of parent, family, student and community involvement. These data are analyzed and discussed within the context of student achievement. When the Decision Framework reveals discrepancies or troubling patterns, the OIP facilitators from the State Support Team work with the district leadership team to identify goals and strategies for inclusion in the LEA's focused plan. Through the SPDG, ODE is currently working with Ohio's Parent Training and Information Center (OCECD) to develop a tool for measuring the implementation and impact of strategies to enhance parent and community engagement.

In 2007-2008 OEC participated 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 explored options for inter-departmental data collection to meet multiple federal and state requirements for parental data.

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

Regional Needs Assessments, conducted annually, will continue to target improvement areas to guide the work of regional service providers with schools and districts, including efforts to enhance parent and family 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.

Upon implementation of the dispute resolution database, OEC will begin to track inquires from parents by issue, action taken, and outcome. OEC will analyze these data for patterns among requests, issues and support offered to parents.

Part B State Annual Performance Report (APR) for 2007-2008

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
2007 (2007-2008)	0% of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Actual Target Data for FFY 2007* (2007-2008):

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

Disproportionate Representation	
LEAs with disproportionate representation	0
LEAs with disproportionate representation due to inappropriate identification	0
Total LEAs	941
Percent	0%

Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008):

To report on this indicator for FFY 2007, ODE examined 2007-2008 data for over and underrepresentation of students in ethnic or racial groups using the Westat risk ratio calculation formulae. For FFY 2004 through FFY 2006 ODE used a risk ratio of 2.0 to identify LEAs with overrepresentation. Using the same standard of 2.0 in an initial examination of the FFY 2007 data resulted in a group of LEAs that ODE has already examined through the OEC-designed self review or on-site focused monitoring of the districts’ identification

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

policies, procedures and practices. While working with these districts ODE found that in many cases just a few court-placed students or a large family transferring into a district had a significant impact on their risk ratios. ODE believes these represent false positives regarding the intent of Indicators 9 and 10. Based upon feedback from the stakeholders most directly affected by the requirements for these indicators, ODE raised the risk ratio to 3.5 for overrepresentation. ODE maintained the minimum group-size of 30 that aligns with the calculation of Adequate Yearly Progress (AYP) for student subgroups. For FFY 2007, ODE identified no LEAs with under or overrepresentation in special education and related services. As such, no LEAs qualified for a review of policies, procedures and practices to determine inappropriate identification.

Discussion of Improvement Activities Completed for FFY 2007 (2007-2008):

In the summer of 2008, OEC staff observed 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 disproportionality and discipline discrepancies among identified LEAs.

In January 2008, OEC hosted the Special Education Leadership Conference, designed to provide special education directors in traditional districts 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 *Operating Standards for Ohio Educational Agencies Serving Children with Disabilities*, requirements related to SPP/APR indicators, and changes in data reporting, funding, and OEC monitoring procedures. In September 2008 OEC hosted the second annual conference to provide information on various topics relevant to LEA special education administrators, including LEA determinations and the role of Indicators 9 and 10.

In support of new state operating standards that took effect July 1, 2008, OEC, in conjunction with stakeholders, developed an LEA special education guidance document to 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 are included in this resource. OEC launched the online guidance document in the fall of 2008. Stakeholders submitted feedback during a public review and comment period for the draft document. The tool is currently being edited to reflect the comments received. OEC will post the final version of the guidance document in February 2009 as a resource for all LEAs and stakeholders.

OEC continued participating in the cross-agency Consortium on Racial Equity in K-12 Education at Miami University, designed to increase capacity to address statewide concerns relative to over and underrepresentation of students of color referred and placed in special education.

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

In 2007-2008, ODE used State Personnel Development Grant (SPDG) funds to develop and pilot the Ohio Improvement Process, a systems change effort designed to promote districtwide improvement of instructional practice and performance of all students through the development of effective leadership team structures. Through the OIP LEAs work with consultants from their State Support Team to complete the Decision Framework, which drives the OIP by structuring the review of district and building-level data, thereby facilitating meaningful conversations among district leadership teams in order to identify critical areas for improvement. (For a complete discussion of the Ohio Improvement Process, see Indicator 3). The Decision Framework includes investigation of student performance by subgroup; the use of culturally responsive and research based instruction and intervention; school climate including discipline and attendance; and parent/family, student, and community involvement. When the results of the Decision Framework reveal discrepancies or areas of concern, the OIP facilitators from the State Support Team work with the district leadership team to identify goals and strategies for inclusion in the LEA's focused plan.

Through the SPDG OEC piloted the OIP with 16 LEAs in 2007-2008, with an additional 16 selected for participation in 2008-2009. As part of the differentiated accountability proposal, the impact of this work will expand in 2008-2009, as all LEAs identified as needing high-support will work with consultants from their State Support Team to implement the OIP. High-support (Tier 1) LEAs are those that did not meet

30 percent or more of their AYP indicators. In addition, ODE will encourage LEAs in Tier 2 (those at risk for needing high-support) to work with their regional Educational Service Centers to implement the OIP as well. As a result, in the coming years the OIP may be implemented in whole or in part in nearly 350 LEAs; thereby providing consistent support to LEAs across the state in effective data use and focused planning for improving results for all students, including students with disabilities.

To further support the implementation of Rtl, a cross-agency leadership team from ODE has begun to connect the Ohio Improvement Process to response to intervention (Rtl) models. The development of a statewide integrated systems approach is the result of participation by ODE's leadership team in the Rtl Summits held in Washington, DC in 2007 and in Chicago 2008. ODE will continue emphasizing the role of Rtl within the Ohio Improvement Process through the work of the regional SSTs.

As part of the IDEA monitoring process (formerly known as focused monitoring), ODE will review identification practices and promote culturally responsive instructional and intervention practices among LEAs whose data show that they are at risk for disproportionate representation (based on risk ratios exceeding 2.0).

Part B State Annual Performance Report (APR) for 2007-2008

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
2007 (2007-2008)	0% of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Actual Target Data for FFY 2007* (2007-2008):

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

Disproportionate Representation	
LEAs with disproportionate representation	0
LEAs with disproportionate representation due to inappropriate identification	0
Total LEAs	941
Percent	0%

Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008):

To report on this indicator for FFY 2007, ODE examined 2007-2008 data for over and underrepresentation of students in ethnic or racial groups using the Westat risk ratio calculation formulae. For FFY 2004 through FFY 2006 ODE used a risk ratio of 2.0 to identify LEAs with overrepresentation. Using the same standard of 2.0 in an initial examination of the FFY 2007 data resulted in a group of LEAs that ODE has already examined through the OEC-designed self review or on-site focused monitoring of

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

the districts' identification policies, procedures and practices. While working with these districts ODE found that in many cases just a few court-placed students or a large family transferring into a district had a significant impact on their risk ratios. ODE believes these represent false positives regarding the intent of Indicators 9 and 10. Based upon feedback from the stakeholders most directly affected by the requirements for these indicators, ODE raised the risk ratio to 3.5 for overrepresentation. ODE maintained the minimum group-size of 30 that aligns with the calculation of Adequate Yearly Progress (AYP) for student subgroups. For FFY 2007, ODE identified no LEAs with under or overrepresentation in specific disability categories. As such, no LEAs qualified for a review of policies, procedures and practices to determine inappropriate identification.

Discussion of Improvement Activities Completed for FFY 2007 (2007-2008):

In the summer of 2008, OEC staff observed 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 disproportionality and discipline discrepancies among identified LEAs.

In January 2008, OEC hosted the Special Education Leadership Conference, designed to provide special education directors in traditional districts 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 *Operating Standards for Ohio Educational Agencies Serving Children with Disabilities*, requirements related to SPP/APR indicators, and changes in data reporting, funding, and OEC monitoring procedures. In September 2008 OEC hosted the second annual conference to provide information on various topics relevant to LEA special education administrators, including LEA determinations and the role of Indicators 9 and 10.

In support of new state operating standards that took effect July 1, 2008, OEC, in conjunction with stakeholders, developed an LEA special education guidance document to 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 are included in this resource. OEC launched the online guidance document in the fall of 2008. Stakeholders submitted feedback during a public review and comment period for the draft document. The tool is currently being edited to reflect the comments received. OEC will post the final version of the guidance document in February 2009 as a resource for all LEAs and stakeholders.

OEC continued participating in the cross-agency Consortium on Racial Equity in K-12 Education at Miami University, designed to increase capacity to address statewide concerns relative to over and underrepresentation of students of color referred and placed in special education.

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

In 2007-2008, ODE used State Personnel Development Grant (SPDG) funds to develop and pilot the Ohio Improvement Process, a systems change effort designed to promote districtwide improvement of instructional practice and performance of all students through the development of effective leadership team structures. Through the OIP LEAs work with consultants from their State Support Team to complete the Decision Framework, which drives the OIP by structuring the review of district and building-level data, thereby facilitating meaningful conversations among district leadership teams in order to identify critical areas for improvement. (For a complete discussion of the Ohio Improvement Process, see Indicator 3). The Decision Framework includes investigation of student performance by subgroup; the use of culturally responsive and research based instruction and intervention; school climate including discipline and attendance; and parent/family, student, and community involvement. When the results of the Decision Framework reveal discrepancies or areas of concern, the OIP facilitators from the State Support Team work with the district leadership team to identify goals and strategies for inclusion in the LEA's focused plan.

Using SPDG OEC piloted the OIP with 16 LEAs in 2007-2008, with an additional 16 selected for participation in 2008-2009. As part of the differentiated accountability proposal, the impact of this work will expand in 2008-2009, as all LEAs identified as needing high-support will work with consultants from

their State Support Team to implement the OIP. High-support (Tier 1) LEAs are those that did not meet 30 percent or more of their AYP indicators. In addition, ODE will encourage LEAs in Tier 2 (those at risk for needing high-support) to work with their regional Educational Service Centers to implement the OIP as well. As a result, in the coming years the OIP may be implemented in whole or in part in nearly 350 LEAs; thereby providing consistent support to LEAs across the state in effective data use and focused planning for improving results for all students, including students with disabilities.

To further support the implementation of Rtl, a cross-agency leadership team from ODE has begun to connect the Ohio Improvement Process to response to intervention (Rtl) models. The development of a statewide integrated systems approach is the result of participation by ODE's leadership team in the Rtl Summits held in Washington, DC in 2007 and in Chicago 2008. ODE will continue emphasizing the role of Rtl within the Ohio Improvement Process through the work of the regional SSTs.

As part of the IDEA monitoring process (formerly known as focused monitoring), ODE will review identification practices and promote culturally responsive instructional and intervention practices among LEAs whose data show that they are at risk for disproportionate representation (based on risk ratios exceeding 2.0).

Part B State Annual Performance Report (APR) for 2007-2008

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
2007 (2007-2008)	100% of children with parental consent to evaluate are evaluated and eligibility determined within 60 days.

Actual Target Data for FFY 2007 (2007-2008):

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	32,686
b. Number of children determined not eligible (evaluated within timelines)	2,604
c. Number of children determined eligible (evaluated within timelines)	25,792
Total evaluated within timelines	28,396
Percent evaluated within timelines	86.9%

Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008):

During the 2007-2008 reporting period LEAs received parental consent for 32,686 initial evaluations. Of these, 28,396 were completed within the 60 calendar-day timeline, reflecting a compliance rate of 86.9%. Though the compliance rate falls short of the 100% target for this indicator, these data do represent an increase of four percentage points from 2006-2007.

The children included in (a) but not included in (b) or (c) represent those with evaluations completed beyond the 60-day timeline. The latest any student was identified as eligible for special education services was 129 days after parental consent. LEAs identified reasons for noncompliance using the following reporting categories: Staff Unavailable – Summer Months; Staff Unavailable – School Year;

Scheduling Conflicts with Family; Parental Choice; Child's Health; and Student's Incarceration. Based upon these data, this fall 284 LEAs received findings of noncompliance for initial evaluation timelines. These LEAs are currently engaged in the self-assessment process, described below, to ensure correction and 85 have demonstrated compliance with evaluation timelines thus far.

As identified in OSEP's response table, ODE reported noncompliance for this indicator based on the data submitted for FFY 2006 in February, 2008. During 2007-2008 OEC implemented a self-assessment process for Indicator 11 to ensure correction among all LEAs identified with noncompliance for initial evaluation timelines, based on statewide EMIS data from 2006-2007. OEC made findings of noncompliance among 295 LEAs. These LEAs submitted corrective action plans with improvement strategies designed to demonstrate compliance with initial evaluation requirements. Corrective action plans revealed various root causes for noncompliance, including:

- Lack of a consistent internal tracking system for monitoring timelines;
- Data reporting issues;
- Insufficient advanced planning in anticipation of scheduling conflicts, calamity days, additional assessments, etc.; and
- Contracting with personnel from other entities for completion of evaluations (lack of ownership for compliance with timelines).

These LEAs verified correction by reporting to OEC on initial evaluations completed after the end of the reporting period from which the finding was made. OEC defined a specific timeframe and, in order to demonstrate correction, LEAs provided documentation confirming timely completion of all initial evaluations for which the LEA received consent during this window of time. All LEAs with findings based on FFY 2006 data have verified correction within the one-year timeline.

Additionally, OEC reported in the FFY 2006 APR that four LEAs received findings of noncompliance for initial evaluation timelines during 2006-2007, based on records reviewed through on-site monitoring. OEC could not report on timely correction in February 2008 as the one-year timeline had not yet expired for these LEAs. During the spring of 2008 all four LEAs verified correction within timelines and have been cleared of the finding for this indicator.

Discussion of Improvement Activities Completed for FFY 2007 (2007-2008):

Ohio received a determination of Needs Assistance for 2006-2007 due, in part, to noncompliance with initial evaluation timelines. To ensure that an effective monitoring process was in place, OEC reviewed the investigative questions posted on the SPP/APR technical assistance website provided by OSEP. These questions aligned with many of the action steps OEC had already taken to ensure timely completion of initial evaluations, including implementation of the self-assessment process to take specific action with noncompliant LEAs. As part of this process OEC provides probing questions designed to help LEAs identify root causes for noncompliance. LEAs then develop action plans comprised of specific strategies to ensure completion of initial evaluations within timelines, based upon the root causes identified. The probing questions and action plan template are aligned to the examples posted on the SPP/APR technical assistance website.

In January 2008, OEC hosted the Special Education Leadership Conference, designed to provide special education directors in traditional districts 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 *Operating Standards for Ohio Educational Agencies Serving Children with Disabilities*, requirements related to SPP/APR indicators, and changes in data reporting, funding, and OEC monitoring procedures. In September 2008 OEC hosted the second annual conference to provide information on various topics relevant to LEA special education administrators, including LEA determinations and the self-assessment monitoring process designed specifically to address noncompliance for Indicators 11 and 13.

In the spring of 2008 OEC conducted five regional data trainings for LEA special education administrators and data staff in order to clarify definitions and reporting procedures, ensure timely and accurate data submission, and communicate implications of inaccurate and incomplete reporting. These trainings covered reporting procedures for compliance indicators in detail, including reporting of initial evaluation timelines, and provided LEA personnel with opportunities to ask questions and discuss common issues.

In support of new state operating standards that took effect July 1, 2008, OEC, in conjunction with stakeholders, developed an LEA special education guidance document to 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 are included in this resource. OEC launched the online guidance document in the fall of 2008. Stakeholders submitted feedback during a public review and comment period for the draft document. The tool is currently being edited to reflect the comments received. OEC will post the final version of the guidance document in February 2009 as a resource for all LEAs and stakeholders.

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

OEC will continue utilizing the self-assessment process to ensure timely correction of noncompliance with initial evaluation timelines. In addition, OEC personnel will share the common issues and challenges to compliance identified by LEA personnel by disseminating this information through regional service providers, technical assistance provided to individual LEAs, and various meetings and training opportunities throughout the state.

Several LEAs communicated concerns about data reporting errors of which they are unaware before the data become final and impact their determinations. To address these concerns, midway through the year-end reporting period OEC will analyze preliminary data on initial evaluations reported by LEAs. OEC will provide these initial data to LEA special education administrators, with strong encouragement to verify the data and make any needed corrections prior to the end of the reporting period.

Part B State Annual Performance Report (APR) for 2007-2008

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
2007 (2007-2008)	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 2007 (2007-2008):

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	1,979
b. Number of children referred and determined to be NOT eligible (prior to their third birthdays)	56
c. Number of children found eligible who had an IEP developed and implemented by their third birthdays	1,855
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	96.5%*

*The 96.5% compliance rate is higher than that reported in the October 14, 2008 Special Conditions letter to OSEP, as the children determined to be not eligible and those with evaluations delayed due to parent refusal were not subtracted from the total of 1,979, per the requirements for this indicator.

Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008):

Education Management Information System (EMIS) data for 2007-2008 provides evidence that Ohio continues to make improvement in pursuit of 100% compliance for this indicator. The 2007-2008 compliance rate of 96.5% represents an increase of 6.3 percentage points from 2006-2007 and an increase of 68.6 percentage points from the baseline of 27.9% reported for 2004-2005.

ODE attributes this ongoing progress to the increased capacity of the Office of Early Learning and School Readiness (OEL&SR) to identify and ensure correction of noncompliance, LEA efforts to ensure timely and effective transitions that are reflected in accurate data, and increased collaboration between local Help Me Grow (Part C) programs and local districts.

The children included in (a) but not included in (b), (c) or (d) represent those whose IEPs were implemented after their third birthdays. Additional time required to implement the IEP beyond the third birthday ranged from one to 136 days. LEAs identified reasons for noncompliance using the following reporting categories: Staff Unavailable – Summer Months; Staff Unavailable – School Year; Scheduling Conflicts with Family; Parental Choice; and Child's Health. Based upon these data, this fall 72 LEAs received findings of noncompliance for Part C to Part B transition. These LEAs are currently engaged in the self-assessment process, described below, to ensure correction and 65 have demonstrated compliance with transition timeliness thus far.

As identified in OSEP's response table, ODE reported noncompliance for this indicator based on the data submitted for FFY 2006 and FFY 2005. For FFY 2005 (2005-2006), 107 of 109 LEAs identified with noncompliance demonstrated correction within timelines. The two remaining LEAs received individualized technical assistance and ongoing progress monitoring from an OEL&SR consultant, due to ongoing noncompliance for FFY 2006 (2006-2007). One of the two LEAs subsequently demonstrated correction. OEL&SR required the other LEA to complete a newly-devised self assessment for Indicator 12, designed to help LEA personnel identify and overcome barriers to effective and timely transition. In addition, due to two consecutive years of noncompliance, OEL&SR required the district to develop a new corrective action plan for 2007-2008 and direct 30% of its federal Part B preschool funds to ensure correction. The LEA demonstrated correction during a data verification visit in the fall of 2008. On-site verification visits include a review of each child's file and the completion of a monitoring form, specially designed for documenting correction. The OEL&SR personnel who conduct on-site visits assist districts in identifying transition challenges and effective improvement strategies. The two LEAs with ongoing noncompliance comprised the findings made as a result of the FFY 2006 data. Therefore, all previous findings of noncompliance for this indicator have been corrected and verified.

OEL&SR reviews EMIS data for Part C to B transition twice each year to monitor LEA progress and ensure timely identification and correction of noncompliance. Following each of these data reviews, districts that appear to be out of compliance are required to complete a data validation report that is analyzed by OEL&SR personnel. On-site technical assistance visits are required for LEAs that demonstrate ongoing noncompliance or do not adequately address discrepancies. Additional on-site visits conducted as part of ODE's system of general supervision provide valuable information for Part C to B transition (beyond that reported in EMIS). The information obtained from EMIS, data validation reports and on-site visits forms the basis upon which next steps are determined to ensure progress on this indicator.

During 2007-2008 OEL&SR implemented a self-assessment process for Indicator 12 to ensure correction among all LEAs identified with noncompliance for Part C to B transition. As described above, the self-assessment is intended to assist LEA personnel in identifying barriers to effective and timely transition. When OEL&SR makes a finding of noncompliance the district is required to develop and submit an action plan based on the results of the self-assessment. Following a review of the action plan, OEL&SR provides on-site technical assistance, if deemed necessary or upon request. This technical assistance may involve interagency partners, including personnel from Help Me Grow (Part C), County Boards of Mental Retardation and Developmental Disabilities (MR/DDs), Head Start, and regional service providers from State Support Teams.

For LEAs that continue to report noncompliance for consecutive years despite receiving technical assistance, OEL&SR will require the LEA to direct 30% of federal Part B preschool funds to ensure correction. LEAs failing to demonstrate correction despite this redirection risk withholding of their federal Part B preschool funds.

Discussion of Improvement Activities Completed for FFY 2007 (2007-2008):

Ohio received a determination of Needs Assistance for 2006-2007 due, in part, to noncompliance with Part C to B transition. To ensure improvement on this indicator, OEL&SR reviewed the resources on the SPP/APR technical assistance website provided by OSEP. OEL&SR consulted with the North Central Regional Resource Center (NCRRC) to plan implementation of a web-based training (*Connecting the Dots*) for transition personnel in Part C and Part B. OEL&SR anticipates that all Part C service coordinators, project directors, and family support specialists, in addition to personnel at state agencies working directly with Part C and preschool special education, will participate in this training. OEL&SR will require districts found to be out of compliance with Indicator 12 to include completion of *Connecting the Dots* training by preschool special education staff in their corrective action plans. Early Childhood Coordinators from each of the State Support Teams will oversee this activity for Part B preschool special education personnel.

In addition, OEL&SR will continue working with NCRRC to convene focus groups to complete a comprehensive evaluation of early childhood transition in Ohio. This process will enable OEL&SR to gauge the current level of transition practice and develop strategies to create family-centered receptions for children transitioning from Part C to Part B.

During 2007-2008 ODE developed and implemented a variety of strategies to assist LEAs in ensuring timely transition from Part C to Part B services, as follows:

- Implemented a self-assessment for LEAs found out of compliance to assist in development of effective corrective action plans;
- Created a data validation report to assist LEAs in identifying and correcting data reporting errors;
- Hosted conferences and meetings with LEA special education administrators (such as the annual Special Education Leadership Conference) to provide updates on compliance requirements;
- Conducted five regional data trainings for LEA special education and data administrators to clarify reporting procedures, ensure timely and accurate data submission, and communicate implications of inaccurate and incomplete reporting;
- Worked in conjunction with Early Childhood Coordinators from State Support Teams to clarify SPP/APR data reporting for LEAs;
- Aligned *Operating Standards for Ohio Educational Agencies Serving Children with Disabilities* with elements of the interagency agreement between ODE and the Ohio Department of Health;
- Initiated changes to the EMIS data collection system to provide cleaner and clearer data for monitoring compliance;
- Included Indicator 12 as a weighted factor in LEA determinations;
- Utilized OEL&SR personnel to track root causes for noncompliance and effective improvement strategies for correction, based on on-site visits with districts with findings of noncompliance;
- Disseminated a guidance document for LEAs entitled *3C2B Transition*, which explains state and federal requirements for Part C to Part B transition in detail and provides practical information for implementation;
- Continued to collaborate with the Ohio Department of Health on a plan to create a common student identification number for children in Part C and Part B, based on the need for multiple agencies to track children across multiple services; and
- Partnered with Help Me Grow (Part C) in county/district monitoring.

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

In addition to implementation of the self-assessment process to ensure timely correction of noncompliance, improvement activities slated to continue progress on this indicator include:

- Partnering with the Office for Exceptional Children at ODE to provide monitoring and technical assistance as part of a comprehensive approach for all indicators, including Part C to B transition;
- Developing EMIS error alerts to assist LEA personnel in reporting complete and accurate data;
- Utilizing an outside facilitator to review interagency agreement with the Ohio Department of Health and legislative requirements impacting transition; and
- Collaborating with Head Start personnel to ensure timely transitions from Help Me Grow (Part C) to Part B services at Head Start programs, particularly in light of the recent Head Start reauthorization.

Part B State Annual Performance Report (APR) for 2007-2008

Overview of the Annual Performance Report Development:

See page 1.

Monitoring Priority: FAPE in the LRE

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
2007 (2007-2008)	100% of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services.

Actual Target Data for FFY 2007 (2007-2008):

Indicator 13, Table 1: Percent of Youth Aged 16 and Above with Transition Goals and Services Included in Their IEPs

Secondary Transition Planning	
Youth aged 16 and above with transition plans	67,695
Total youth with disabilities aged 16 and above	75,356
Percent	89.8%

Indicator 13, Table 2: Percent of Youth Aged 16 and Above with Transition Data Reported Having Compliant Transition Plans

Missing Transition Data	
Total youth with disabilities aged 16 and above	75,356
Youth with compliant transition plans	67,695
Youth with noncompliant or incomplete transition plans	307
Total youth with transition data reported	68,002
Youth with no transition data reported	7,354
Of youth with transition data reported, percent with compliant transition plans	99.5%

Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008):

During 2007-2008 LEAs reported 67,695 transition plans in place (including goals and services) for 75,356 students with disabilities aged 16 and above, reflecting a compliance rate of 89.8%. These data fall short of the 100% target and represent slippage from 91.3% in 2006-2007.

Disaggregating these numbers for missing data reveals ongoing challenges to complete reporting of transition planning for all students with disabilities of transition age enrolled by each LEA. As shown in Table 2, LEAs reported transition data for 68,002 students with disabilities of transition age. Of these students, 67,695, or 99.5%, were reported with compliant transition plans. However, LEAs did not report any transition planning data for 7,354 students of transition age who were enrolled in their districts at some point during the 2007-2008 reporting period. Based on these data, 43 LEAs with missing or noncompliant transition planning received findings of noncompliance this fall. These LEAs are currently engaged in the self-assessment process, described below, to ensure correction and 17 have demonstrated compliance with transition planning thus far. Verification visits have revealed that in the vast majority of cases transition plans were in place in students' IEPs, but had not been reported completely for every student of transition age enrolled in the district. OEC continues to emphasize secondary transition reporting requirements and procedures to LEA personnel through various communication materials, meetings and training opportunities.

As identified in OSEP's response table, ODE reported noncompliance for this indicator based on the data submitted for FFY 2006 in February, 2008. During 2007-2008 OEC implemented a self-assessment process for Indicator 13 to ensure correction among all LEAs identified with noncompliance for secondary transition planning, based on statewide EMIS data from 2006-2007. OEC made findings of noncompliance among 576 LEAs. These LEAs submitted corrective action plans with improvement strategies designed to demonstrate compliance with transition planning requirements. Corrective action plans revealed various root causes for noncompliance, including:

- Inadequate communication between special education and data reporting personnel to ensure complete and accurate reporting of transition data;
- Lack of consistent internal monitoring to ensure transition plans are developed for students who will turn 16 during the year the IEP is in effect;
- Incomplete reporting of transition plans for students who withdrew from the LEA prior to the close of the reporting period; and
- Accepting IEPs (without modification) for students with incomplete transition plans who transfer from other districts.

These LEAs verified correction by documenting compliant transition planning for each of the students previously reported without (or with incomplete) transition plans. All LEAs with findings based on FFY 2006 data have verified correction within the one-year timeline.

Additionally, OEC reported in the FFY 2006 APR that three LEAs received findings of noncompliance for secondary transition planning during 2006-2007, based on records reviewed through on-site monitoring. OEC could not report on timely correction in February 2008 as the one-year timeline had not yet expired for these LEAs. During the spring of 2008 all three LEAs verified correction within timelines and have been cleared of the finding for this indicator.

Discussion of Improvement Activities Completed for FFY 2007 (2007-2008):

Findings of noncompliance made as part of the self-assessment process revealed that districts continue to struggle to ensure complete reporting for students with disabilities of transition age, as described previously. In addition to clarifying reporting procedures with multiple strategies, OEC has emphasized the importance of complete and accurate reporting of secondary transition data by including missing secondary transition codes in the evaluation of Indicator 20 for each LEA's determination. An LEA's determination score is negatively impacted by each student of transition age who is reported without a transition plan in place in the IEP.

In the spring of 2008 OEC conducted five regional data trainings for LEA special education administrators and data staff in order to clarify definitions and reporting procedures, ensure timely and accurate data submission, and communicate implications of inaccurate and incomplete reporting. These trainings covered reporting procedures for compliance indicators in detail, including reporting of transition plans, and provided LEA personnel with opportunities to ask questions and discuss common issues.

In January 2008, OEC hosted the Special Education Leadership Conference, designed to provide special education directors in traditional districts 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 *Operating Standards for Ohio Educational Agencies Serving Children with Disabilities*, requirements related to SPP/APR indicators, and changes in data reporting, funding, and OEC monitoring procedures. In September 2008 OEC hosted the second annual conference to provide information on various topics relevant to LEA special education administrators, including LEA determinations and the self-assessment monitoring process designed specifically to address noncompliance for Indicators 11 and 13.

In support of new state operating standards that took effect July 1, 2008, OEC, in conjunction with stakeholders, developed an LEA special education guidance document to provide support for applicable state and federal laws and rules, model and suggested forms, and best practice examples of process implementation. OEC launched the online guidance document in the fall of 2008. Stakeholders submitted feedback during a public review and comment period for the draft document. The tool is currently being edited to reflect the comments received. OEC will post the final version of the guidance document in February 2009 as a resource for all LEAs and stakeholders.

ODE approved and posted *Bridges to Adulthood: Transition Quality Indicators for Students with Disabilities in Ohio's Secondary Schools*; aimed at improving secondary transition processes for students with disabilities across the state, thereby increasing graduation and reducing dropout rates. This resource includes the Indicator 13 Checklist developed by the National Secondary Transition Technical Assistance Center (NSTTAC), the Transition Quality Indicators grouped by Kohler's five strand model, an agency and LEA self-assessment process, and strategies for determining priorities for improvement at all levels.

In the fall of 2008, ODE added Secondary Transition Specialists (STS) to the regional delivery system in each of 16 State Support Teams. These STS are full-time regional employees with special education experience who have been trained on the state and federal requirements for secondary transition. During 2008-2009 they will provide training and technical assistance to all LEAs, starting with districts requiring special attention due to performance below targets for Indicators 1, 2 and 13. The STS will support LEAs in meeting requirements and implementing best practices, in order to align efforts statewide to improve secondary transition services and graduation rates for students with disabilities.

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

OEC will continue utilizing the self-assessment process to ensure timely correction of noncompliance with secondary transition planning. As part of this process, the STS described above will work with each district within their regions identified with noncompliance for Indicator 13, in order to verify correction for students reported without (or with incomplete) transition plans in place, address common issues with data reporting, and identify improvement strategies to ensure ongoing compliance with federal and state requirements for secondary transition.

OEC personnel will share the common issues and challenges to compliance identified by LEA personnel by disseminating this information through regional secondary transition specialists, technical assistance provided to individual LEAs, and various meetings and training opportunities throughout the state.

Several LEAs communicated concerns about data reporting errors of which they are unaware before the data become final and impact their determinations. To address these concerns, midway through the year-end reporting period OEC will analyze preliminary data on secondary transition planning reported by LEAs. OEC will provide these initial data to LEA special education administrators, with strong encouragement to verify the data and make any needed corrections prior to the end of the reporting period.

In conjunction with the Ohio Secondary Transition Improvement Grant, a federal Special Demonstrations Partnership Grant managed by the Ohio Rehabilitation Services Commission (ORSC), OEC has initiated a baseline data collection and review process to determine the current state of transition planning quality through the IEP process among LEAs. This process will focus on the state and federal requirements for transition planning and services for children with disabilities. Using NSTTAC's Indicator 13 Checklist and

the age 14 requirements in Ohio, the regional Secondary Transition Specialists and OEC consultants involved in on-site monitoring will document the current status of transition planning and services using a transition specific questionnaire and a rubric developed from the I-13 Checklist and other sources. These data will be reviewed and aggregated to measure the long-term impact of transition improvement initiatives at the state, regional, and local levels. OEC anticipates improvement in the quality of the transition component of the IEP within one year after full deployment of training and technical assistance in the spring of 2009.

As part of this effort, OEC, with input from stakeholders, will develop and implement a new IEP format with secondary transition as the central component of IEP planning by age 14 and beyond. To accompany these new forms, OEC will deploy a web-based transition guidance document for use by all LEA personnel involved in post-school planning and services for students with disabilities. This resource will include a step-by-step explanation of the secondary transition process, with reference to an optional transition planning form that will accompany the main document. Training and technical assistance in the use of these resources will be provided by the Secondary Transition Specialists. To support this effort, OEC is partnering with the Ohio Center for Autism and Low Incidence (OCALI) to develop and provide secondary transition training for a cadre of regional parent mentors, who will then develop deployment plans to conduct parent and family-focused transition training around the state. This cadre of parent mentors will be maintained over time to ensure this resource is available for parents and families in the future.

In addition, OEC, in partnership with ORSC, is developing a broad-based transition guidance resource which will be accessible via the ORSC web site. This document, based upon examples from other states, will focus on Vocational Rehabilitation and other adult agencies providing transition services as they connect to school-age youth with disabilities. This adult services connections resource will be available in the summer of 2009.

Part B State Annual Performance Report (APR) for 2007-2008

Overview of the Annual Performance Report Development:

See page 1.

Monitoring Priority: FAPE in the LRE

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
2007 (2007-2008)	79% of youth with IEPs who are no longer in secondary school are competitively employed, enrolled in postsecondary school, or both within one year of leaving high school.

Actual Target Data for FFY 2007 (2007-2008):

Indicator 14, Table 1: Youth Engaged within One Year of Exit from High School

Postsecondary Outcomes	
Youth engaged in competitive employment and/or postsecondary school*	465
Total youth surveyed within one year of exit	536
Percent	86.8%

*Definitions of “competitive employment” and “postsecondary school” are provided on page 75 of the SPP.

Indicator 14, Table 2: 2007-2008 Post-School Engagement by Category

Category	Employment	Postsecondary Education	Employment & Postsecondary Education	Training*	Total Engaged	Not Engaged
Number	280	71	114	23	488	48
Percent	52.2%	13.2%	21.3%	4.3%	91.0%	9.0%

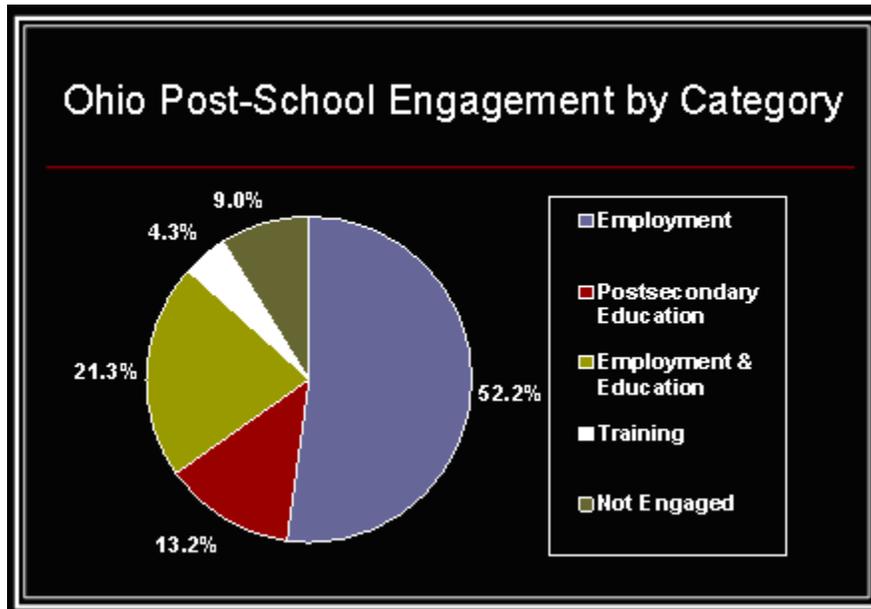
*Training includes students that are completing employment training or receiving employment services and training from agencies such as County Boards of MR/DD and the Ohio Rehabilitation Services Commission (ORSC).

Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008):

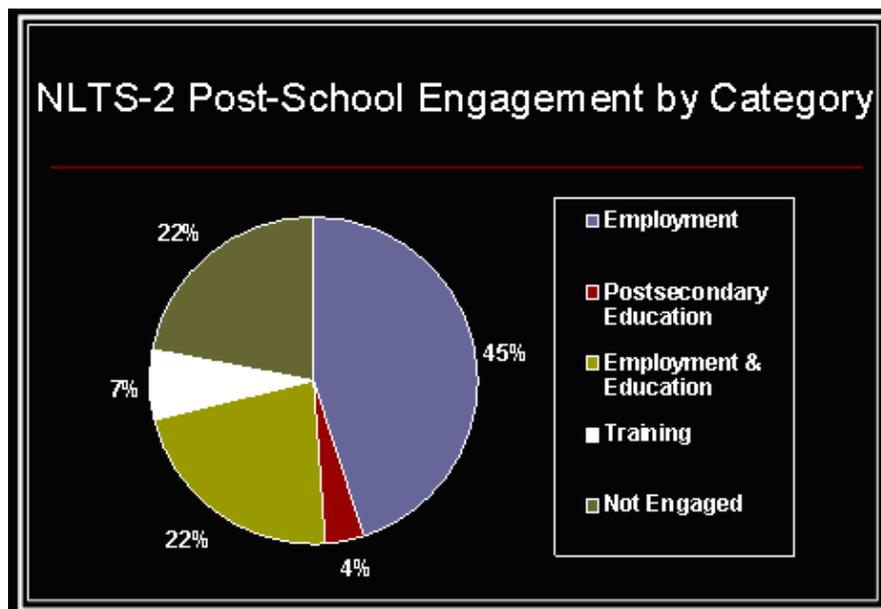
The aggregate data in Table 1 show that, of 536 youth with disabilities surveyed, 465 or 86.8% are engaged in employment, postsecondary school, or both within one year of exiting high school. These data exceed the target of 79% for this indicator and represent progress from 2006-2007. When students receiving employment training and/or services are included, 488 or 91.0% of youth surveyed are engaged after high school, in accordance with the definition of “engagement” utilized for the 2nd National Longitudinal Transition Study (NLTS-2). Data disaggregated by engagement category are provided in Table 2 and Figure 1, below.

Ohio’s post-school engagement data compare favorably to similar data from the NLTS-2 (Figure 2). Although the engagement rate of 91% represents progress from 2006-2007’s rate of 89.5%, with only two years of data it is too early to establish trend information for this indicator.

Indicator 14, Figure 1: 2007-2008 Post-School Engagement by Category for Ohio



Indicator 14, Figure 2: 2007-2008 Post-School Engagement by Category for 2nd National Longitudinal Transition Study



The sample surveyed for this indicator represents students from one-sixth of Ohio's LEAs serving children and youth with disabilities, and is stratified to ensure proportionate representation from traditional districts (including those enrolling more than 50,000 students), community schools, and state-supported schools. Additionally, each LEA uses the same roster sampling method to select students for the survey. Given the extensive stratification process designed to provide proportionate representation across the state in the sampling pool, the use of survey tools aligned to those developed for the NLTS-2, and the collaboration with personnel from the Center for Innovation in Transition and Employment at Kent State University who are experienced in survey collection, methodology and analysis, ODE feels confident that these data are valid and reliable, and this sample is representative of Ohio's population of exiting students with disabilities.

Discussion of Improvement Activities Completed for FFY 2007 (2007-2008):

In 2007-2008 OEC, in partnership with the Kent State University Center for Innovation in Transition and Employment, continued to deliver training and technical assistance for participation in the Ohio Longitudinal Transition Study (OLTS) and interpretation of results. The preliminary findings from the OLTS are already yielding clear lessons for LEAs: focus on quality instruction in a rigorous curriculum; utilize community-based work experiences to prepare students with disabilities for post-school employment; and provide transition services that relate to situational training in post-school environments. OEC will continue to share these findings at meetings, conferences and other professional development opportunities. As OEC and its partners increase the number of students surveyed through OLTS and gain more confidence in the reliability of results analysis, OEC will provide detailed feedback to each district in the most recent follow-up survey cohort.

In the fall of 2008, ODE added Secondary Transition Specialists (STS) to the regional delivery system in each of 16 State Support Teams. These STS are full-time regional employees with special education experience who have been trained in state and federal requirements for secondary transition. During 2008-2009 they will provide training and technical assistance to all LEAs, starting with districts requiring special attention due to performance below targets for Indicators 1, 2 and 13. The STS will support LEAs in meeting requirements and implementing best practices, in order to align efforts statewide to improve secondary transition services, graduation rates and post-school outcomes for students with disabilities.

In 2007-2008, ODE used State Personnel Development Grant (SPDG) funds to develop and pilot the Ohio Improvement Process, a systems change effort designed to promote districtwide improvement of instructional practice and performance of all students through the development of effective leadership team structures. Through the OIP LEAs work with consultants from their State Support Team to complete the Decision Framework, which drives the OIP by structuring the review of district and building-level data, thereby facilitating meaningful conversations among district leadership teams in order to identify critical areas for improvement. (For a complete discussion of the Ohio Improvement Process, see Indicator 3).

Through completion of the Decision Framework, district leadership teams analyze data and identify areas for improvement related to graduation and dropout, including: graduation and dropout rates by subgroup (including students with disabilities); school climate; suspension and expulsion rates by grade and subgroup; student attendance by grade and subgroup; student mobility; teacher and student perception; and multiple risk factors. When the results of the Decision Framework reveal discrepancies or troubling patterns, the OIP facilitators from the State Support Team work with the district leadership team to identify goals and strategies for inclusion in the LEA's focused plan. In this way, implementation of the Ohio Improvement Process has the potential to positively impact graduation rates and post-school outcomes for all students, including students with disabilities.

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

After making LEA determinations in fall of 2008, OEC provided a spreadsheet to each State Support Team displaying the 2006-2007 and 2007-2008 performance across SPP/APR indicators for every LEA in the SST region. This tool is color-coded to identify patterns of strengths and weakness within each LEA and across LEAs within the region. SST consultants will utilize these data as they support their LEAs in completion of the Decision Framework, as part of the Ohio Improvement Process. Beginning in 2008-2009, all LEAs identified as needing high-support will work with consultants from their SST to implement

the OIP. (High-support/Tier 1 LEAs are those that did not meet 30 percent or more of their AYP indicators.) In addition, ODE will encourage LEAs in Tier 2 (those at risk for needing high-support) to work with their regional Educational Service Centers to implement the OIP as well. As a result, in the coming years the OIP may be implemented in whole or in part in nearly 350 LEAs; thereby greatly expanding the potential for this process to improve results for students across the state.

In conjunction with the Ohio Secondary Transition Improvement Grant, a federal Special Demonstrations Partnership Grant managed by the Ohio Rehabilitation Services Commission (ORSC), OEC has initiated a baseline data collection and review process to determine the current state of transition planning quality through the IEP process among LEAs. This process will focus on the state and federal requirements for transition planning and services for children with disabilities. Using the Indicator 13 Checklist from the National Secondary Transition Technical Assistance Center (NSTTAC) and the age 14 requirements in Ohio, the regional Secondary Transition Specialists and OEC consultants involved in on-site monitoring will document the current status of transition planning and services using a transition specific questionnaire and a rubric developed from the I-13 Checklist and other sources. These data will be reviewed and aggregated to measure the long-term impact of transition improvement initiatives at the state, regional, and local levels. Improved quality in the transition planning and services process should result in increased post-school engagement rates for students with disabilities.

Part B State Annual Performance Report (APR) for 2007-2008

Overview of the Annual Performance Report Development:

See page 1.

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:
 Percent of noncompliance corrected within one year of identification:
 a. # of findings of noncompliance.
 b. # of corrections completed as soon as possible but in no case later than one year from identification.
 Percent = [(b) divided by (a)] times 100.
 For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	100% of findings of noncompliance are corrected within one year of identification.

Actual Target Data for FFY 2007 (2007-2008):

Indicator 15, Table 1: Identification, Correction and Verification of Noncompliance

Monitoring Area	Total Findings	Number of Findings Corrected & Verified Within One Year	Percent of Findings Corrected & Verified Within One Year
Complaints	133	120	90.2%
Due Process	0	NA	NA
Management Assistance Reviews	1	1	100%
Focused Monitoring	369	367	99.5%
Indicator 4A	0	NA	NA
Indicator 9	0	NA	NA
Indicator 10	0	NA	NA
Indicator 11	4	4	100%
Indicator 12	2	0	0.0%
Indicator 13	3	3	100%
Total	512	495	96.7%

Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008):

During the 2006-2007 school year, the Office for Exceptional Children (OEC) and the Office of Early Learning and School Readiness (OEL&SR) monitored 289 LEAs using different components of Ohio's system of general supervision, distributed as follows:

97 LEAs were involved in complaints;
 13 LEAs were involved in due process hearings;
 40 LEAs completed management assistance reviews;
 30 LEAs were selected for focused monitoring; and
 109 LEAs were monitored for Part C to Part B transition (Indicator 12).

To count monitoring findings ODE groups individual instances in an LEA involving the same legal requirement or standard together as one finding (except for those identified through complaints and due process hearings, for which each individual instance of noncompliance is counted as a separate finding). From the monitoring processes listed above, ODE identified 512 findings of noncompliance. 495 of these findings were corrected and verified within one year of identification, resulting in a compliance rate of 96.7% for this indicator.

Discussion of Improvement Activities Completed for FFY 2007 (2007-2008):

Complaints. In 2006-2007 OEC identified 133 findings of noncompliance through the complaint process, with 120 findings corrected and verified within the one-year timeline. Of the 13 findings that weren't corrected within timelines, one has since been corrected.

Nearly all of the complaint cases that were not closed within timelines involved complex issues and systemic problems within the LEAs, resulting in numerous findings and significant corrective action. Required corrective actions included extensive trainings and technical assistance, on-site reviews and follow-up visits by OEC personnel, and corrections to student IEPs after the trainings.

One corrective action within a district involved a child who was hospitalized for psychiatric reasons. The child's parents were also unable to meet due to illness within the family. The district did complete the other corrective action assigned within the letter of findings. Another district initially refused to complete the corrective action but has since responded after receiving a lower determination rating due to uncorrected noncompliance. This district is now working with OEC to complete the required corrective action as soon as possible.

With regard to the other open complaints, the assigned OEC consultants are following up with these LEAs on a regular basis to ensure that the corrective action is completed as soon as possible. OEC has scheduled meetings with selected LEAs with outstanding corrective action to review specific requirements and provide technical assistance as needed. During these meetings OEC has informed the LEAs about the progressive sanctions policy and the next steps that will occur if the LEA fails to complete the corrective action. OEC is prepared to implement these sanctions if current timelines are not met.

Due Process Hearings. The due process hearing decisions from 2006-2007 did not result in procedural or substantive violations that meet the definition of "finding" for the purposes of this indicator.

Management Assistance Reviews (MARs). MARs monitor the use of LEAs' special education funds to improve results for children and youth with disabilities, based on the goals and strategies detailed within their Comprehensive Continuous Improvement Plans. OEC identified one finding of noncompliance through management assistance reviews during 2006-2007. The district completed the corrective action within the timeline.

Focused Monitoring. During 2006-2007 OEC identified 376 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 four LEAs selected for focused monitoring.

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

Each of the LEAs received training and technical assistance from State Support Teams and/or OEC personnel to clarify compliance requirements and implement improvement strategies. Through the follow-up activities completed in 2007-2008, 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 and verified within the one-year timeline, with the exception of two findings for one district. That district received further technical assistance due to a more systemic issue, and has since verified correction of both remaining findings from focused monitoring.

During 2007-2008 OEC implemented a self-assessment process for Indicators 11 and 13 to ensure correction among all LEAs identified with noncompliance in these areas, based on statewide EMIS data. These LEAs submitted corrective action plans to OEC with improvement strategies designed to demonstrate full compliance. The status of correction from the self-assessment process is discussed under those indicators.

Indicator 12. During 2006-2007 OEL&SR monitored transition from Part C to Part B services among 109 LEAs and identified noncompliance for two of these districts. These districts did not demonstrate correction within the one-year timeline. They received individualized technical assistance and ongoing progress monitoring from an OEL&SR consultant, and one district required redirection of Part B preschool funds to ensure correction. Both districts have since verified compliance with this indicator.

Indicators 4A, 9 and 10. During the 2006-2007 school year OEC did not identify findings of noncompliance related to these indicators.

In January 2008, OEC hosted the Special Education Leadership Conference, designed to provide special education directors in traditional districts 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 *Operating Standards for Ohio Educational Agencies Serving Children with Disabilities*, requirements related to SPP/APR indicators, and changes in data reporting, funding, and OEC monitoring procedures. In September 2008 OEC hosted the second annual conference to provide information on various topics relevant to LEA special education administrators, including:

- State and LEA determinations;
- Monitoring processes;
- Operating standards implementation;
- Secondary transition;
- the Ohio Improvement Process; and
- Response to Intervention.

OEC will continue to host a fall conference annually to provide updates on special education policies and programs to LEA administrators statewide.

In the spring of 2008 OEC conducted five regional data trainings for LEA special education administrators and data staff in order to clarify definitions and reporting procedures, ensure timely and accurate data submission, and communicate implications of inaccurate and incomplete reporting. These trainings covered reporting procedures for compliance indicators in detail and provided LEA personnel with opportunities to ask questions and discuss common issues.

In support of new state operating standards that took effect July 1, 2008, OEC, in conjunction with stakeholders, developed an LEA special education guidance document to provide support for applicable state and federal laws and rules, model and suggested forms, and best practice examples of process implementation. OEC launched the online guidance document in the fall of 2008. Stakeholders submitted feedback during a public review and comment period for the draft document. The tool is currently being edited to reflect the comments received. OEC will post the final version of the guidance document in February 2009 as a resource for all LEAs and stakeholders.

To further support implementation of the new operating standards, OEC and OEL&SR staff created a two hour webinar entitled *Summary of Operating Standards for Ohio Educational Agencies Serving Children with Disabilities 2008*, which is linked to the department website and available for download at any time.

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

To ensure timely completion of corrective actions for complaint findings, OEC will implement the following improvement strategies:

- Development of an email alert system to remind assigned consultants of approaching deadlines for completion of corrective action;
- Frequent review of corrective action due dates by assigned consultants using the complaint tracking sheet;
- Frequent review of all corrective action timelines by the Assistant Director; and
- Implementation of progressive sanctions for districts that refuse to comply with corrective actions.

During 2008-2009, OEC developed and will begin instituting a progressive sanctions policy throughout the state to help ensure compliance with state and federal laws and rules. This policy formalizes state and federal regulations allowing for such action into an effective tool to assist OEC in driving corrective action once noncompliance has been identified, particularly for LEAs who fail to show progress toward correction within timelines. Any and all sanction actions afford the respective LEA with an opportunity to request an adjudicatory hearing (Ohio Revised Code Chapter 119 hearing) before an independent hearing officer.

The progressive sanctions policy will allow OEC the option of delaying payment of state and/or federal funds until such time as the LEA sufficiently completes the action steps required as a result of on-site monitoring activities, complaint/due process findings, fiscal monitoring and any other monitoring processes used as part of Ohio's system of general supervision.

OEC will continue calculating LEA determinations based on performance on a subset of SPP indicators, including required compliance indicators, as well as performance for students with disabilities (Indicator 3) and placement of students with disabilities in regular education settings (Indicator 5). OEC will utilize determinations scores to select districts for on-site monitoring that are farthest away from multiple targets. Formerly known as "focused monitoring," OEC will utilize "IDEA monitoring" as its most intensive review process, designed to ensure that LEAs develop evaluation team reports and individualized education programs that facilitate appropriate specialized instruction to meet the needs of students with disabilities.

Part B State Annual Performance Report (APR) for 2007-2008

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
2007 (2007-2008)	100% of signed written complaints with reports issued are resolved within timelines.

Actual Target Data for FFY 2007* (2007-2008):

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

Complaint Timelines Met	
(1.1) Complaints with reports issued	78
(a) Reports with findings	48
(b) Reports within timelines	48
(c) Reports within extended timelines	30
Percent resolved within timelines	100%

Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008):

In 2007-2008 OEC issued reports for 78 complaints, with all reports issued within timelines or properly extended timelines. These data result in a compliance rate of 100%, thereby meeting the target for the indicator and reflecting progress from a compliance rate of 93% in 2006-2007.

Discussion of Improvement Activities Completed for FFY 2007 (2007-2008):

Improvement activities that facilitated full compliance with this indicator included:

- Disseminating the electronic complaint tracking sheet to all consultants at the end of each week, enabling consultants to access the tracking sheet and monitor timelines throughout the complaint investigation;

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

- Providing email notifications, including individual calendars updates, to all consultants as the 30 and 60-day timelines approached; and
- Providing support through the complaint team for those consultants in risk of jeopardizing the 60-day timeline.

Ohio received a determination of Needs Assistance for 2006-2007 due, in part, to noncompliance with complaint timelines. To ensure that an effective complaint process was in place, OEC reviewed the investigative questions posted on the SPP/APR technical assistance website provided by OSEP. These questions aligned with many of the action steps OEC had already taken to ensure timely completion of complaint reports, including reassigning staff, adjusting complaint caseloads, and improving communication, collaboration and timeline tracking among the complaint team.

In addition, OEC continued to utilize the resources, tools and information provided by the Consortium for Appropriate Dispute Resolution in Special Education (CADRE), regarding accurate tracking and reporting of data and a systemic approach to dispute resolution, with an emphasis on early dispute resolution through IEP facilitation, mediation and resolution meetings.

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

OEC will continue to track the work of the complaint team to ensure timely completion of reports. To improve data collection and analysis for the complaint process and the overall process of general supervision, OEC will implement a database designed to compile all dispute resolution data, in order to analyze trends and patterns and track multiple timelines simultaneously.

Part B State Annual Performance Report (APR) for 2007-2008

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
2007 (2007-2008)	100% of due process hearing requests are fully adjudicated within timelines.

Actual Target Data for FFY 2007 (2007-2008):

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

Due Process Hearing Request Timelines Met	
(3.2) Hearings (fully adjudicated)	10
(a) Decisions within timeline	0
(b) Decisions within extended timeline	10*
Percent adjudicated within timelines	100%

Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008):

In 2007-2008 100% of the due process hearings were fully adjudicated within timelines or properly extended timelines, meeting the target for this indicator.

Discussion of Improvement Activities Completed for FFY 2007 (2007-2008):

During 2007-2008 OEC began appointing impartial hearing officers (IHOs) on a random, rotational basis. The hearing officer appointed by OEC’s due process coordinator also serves as the sufficiency officer in the case that a parent or district challenges the sufficiency of a due process hearing request. This saves valuable time during the 30-day resolution process. Previously, in addition to holding a resolution meeting, the parties to the due process were also charged with attempting to agree on a hearing officer. Having the hearing officer also serve as the sufficiency officer makes the process less confusing, especially for parents without attorneys and districts without representation.

* 3.2(b) reported for this indicator aligns with Ohio’s amended Table 7, submitted January 16, 2009, to correct the initial report of seven decisions within extended timelines.

The due process coordinator discussed an evaluation process with the IHOs during their annual training. The IHOs were given input into the process and the evaluation tool. OEC personnel reviewed the proposed evaluation tool and after approval, implemented it in fall, 2008. This tool will enable OEC to track satisfaction of participants and ensure that hearing officers are compliant with all aspects of the law.

In 2007-2008 OEC personnel utilized various communication methods, including the ODE website, the superintendent's listserv, and conferences and meetings to inform stakeholders of the opportunity for parties to use a trained, experienced mediator provided by ODE to facilitate the required resolution meeting during the resolution period of a due process hearing request.

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

OEC will continue implementing the strategies currently in place to ensure compliance with due process timelines. OEC personnel will email hearing officers regularly to remind them of the beginning of the 45-day hearing timeline. Communication with IHOs will also emphasize that hearings must be completed within 50 hours, with any extension beyond that period requiring submission of a written justification to OEC.

To improve data collection and analysis for due process and the overall process of general supervision, OEC will implement a database designed to compile all dispute resolution data, in order to analyze trends and patterns and track multiple timelines simultaneously.

Part B State Annual Performance Report (APR) for 2007-2008

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
2007 (2007-2008)	50.6% of resolution sessions result in settlement agreements.

Actual Target Data for FFY 2007* (2007-2008):

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

Resolution Sessions	
(3.1) Resolution sessions held	49
(a) Settlement agreements	39
Percent resulting in settlement agreements	79.6%

Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008):

During 2007-2008, 49 resolution meetings were held for due process hearing requests. Of the 49 meetings held, 39, or 79.6%, resulted in resolution settlement agreements. This reflects progress from 2006-2007 and exceeds the 2007-2008 target by 29 percentage points. The number of resolution meetings decreased from 77 in 2006-2007. However, the number of mediations conducted increased by nearly 50% during 2007-2008 from the previous year. Additionally, 16 due process hearing requests were withdrawn by the person filing the request during the 30-day resolution period, representing withdrawals with no specified reason. Some of these withdrawals may be due to undocumented discussions with the other party, resulting in settlements that did not constitute official resolution meetings.

Discussion of Improvement Activities Completed for FFY 2007 (2007-2008):

During 2007-2008, OEC's imbedded attorney revised the *Due Process Information: Questions and Answers* document. This document, which is provided to districts and parents at the time a due process

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

hearing request is filed, was re-titled *How to Resolve Conflicts or Concerns*. The document explains the hearing process from case conference and administrative review at the district level to appeals of hearing officer decisions and the decisions of state level review officers. This resource explains what to do if a due process hearing request is determined to be insufficient (also provided on the ODE website) and describes alternative dispute resolution options available to the parties. OEC posted updated brochures on mediation and facilitated IEP team meetings to the department website and provided hard copies at various conferences and meetings with stakeholders.

The due process coordinator and other OEC personnel presented to groups in several areas of the state concerning mediated resolution meetings, facilitated IEP team meetings, and mediation. In addition, the coordinator provided technical assistance on these topics on a daily basis to parents and districts via telephone. Other OEC consultants are also well versed in alternative dispute resolution and provided technical assistance in these areas.

OEC's due process coordinator made periodic checks of the database and due process files to ensure that cases denoted as closed were documented properly. If the proper documentation was not reflected in the database or file, the due process coordinator contacted the parties involved (districts, parents and impartial hearing officers) and communicated the importance of submitting the documentation.

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

The due process coordinator will continue to review due process cases to ensure the database and the files are properly maintained and accurately reflect the progress and closure of each due process hearing request.

To improve data collection and analysis for due process and the overall process of general supervision, OEC will implement a database designed to compile all dispute resolution data, in order to analyze trends and patterns and track multiple timelines simultaneously.

Part B State Annual Performance Report (APR) for 2007-2008

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
2007 (2007-2008)	88% of mediations held result in mediation agreements.

Actual Target Data for FFY 2007* (2007-2008):

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

Mediation Resolution	
(2) Mediation requests total	205
(2.1) Mediations	191
(a) Mediations related to due process	71
(i) Mediation agreements	32
(b) Mediations not related to due process	120
(i) Mediation agreements	70
(2.2) Mediations not held (including pending)	14
Percent Resulting in Mediation Agreements	53.4%

Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008):

During 2007-2008 191 mediations were held, including 71 mediations related to due process hearing requests and 120 mediations not related to due process. Of the 71 mediations that were related to due process hearing requests, 32, or 45.1%, resulted in settlement agreements, representing a slight increase from 2006-2007. Of the 120 mediations that were not related to due process hearing requests, 70, or 58.3%, resulted in settlement agreements, representing a significant decrease from 2006-2007 for mediations not related to due process hearing requests.

The aggregate mediation agreement rate of 53.4% falls well below the 88% target. This may be due in part to the more than 50% increase in requests for mediation during the 2007-2008 reporting period. OEC

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

consultants now universally discuss the advantages of mediation and IEP facilitation with parents and LEA personnel. Overall, OEC has made it a priority to provide extensive information about the alternative dispute resolution processes on a large-scale basis to LEA personnel, advocacy organizations, and various stakeholders who access the department website.

The decrease in the mediation agreement rate over the last few years might also be attributed to significant improvements to OEC's complaint process. In previous years, complaints were not always fully investigated in a timely manner, with a detailed letter of findings at the end of the investigation. Since ODE has been required to improve the complaint process, parties who file formal written complaints now have their complaint issues resolved through the assigned corrective action and subsequent monitoring. These processes ensure that issues are fully resolved with oversight by ODE. In contrast, the mediation process is a negotiation which results in compromise, and by definition, parties cannot be assured of receiving everything they request. It may be that families and LEAs now prefer the concrete findings and resulting corrective action from OEC complaint investigation to negotiating and compromising on the issues through the mediation process.

Discussion of Improvement Activities Completed for FFY 2007 (2007-2008):

During 2007-2008 the due process coordinator and other OEC personnel presented to groups in several areas of the state concerning mediated resolution meetings, facilitated IEP team meetings, and mediation. In addition, the coordinator provided technical assistance on these topics on a daily basis to parents and districts via telephone. Other OEC consultants are also well versed in alternative dispute resolution and provided technical assistance in these areas.

OEC reviewed the mediation evaluation tool during the annual training for mediators and two members of the roster agreed to revise the instrument. They are currently using information from the Consortium for Appropriate Dispute Resolution in Special Education (CADRE) website as well as information from other states to revise the tool, in order to provide more meaningful information to OEC and to the team of mediators. Improved information gathering should provide better insight into the expectations of the parties engaged in mediation/facilitation and their satisfaction with the process, as well as the performance of the mediators.

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

OEC will continue to review the feedback obtained from mediations/facilitations and improve the process wherever possible. OEC will review the information provided on the department website, the superintendent's listserv, and through various state and regional meetings to ensure that it accurately and clearly describes the alternative dispute resolution processes.

To improve data collection and analysis for due process and the overall process of general supervision, OEC will implement a database designed to compile all dispute resolution data, in order to analyze trends and patterns and track multiple timelines simultaneously.

Part B State Annual Performance Report (APR) for 2007-2008

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
2007 (2007-2008)	100% of state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

Actual Target Data for FFY 2007 (2007-2008):

- SPP/APR:** The FFY 2007 (2007-2008) Annual Performance Report and revised State Performance Plan were submitted on or before February 2, 2009.
- 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, 2008.
- 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, 2008.
- Table 3:** Part B, Individuals with Disabilities Education Act Implementation of FAPE Requirements was filed on or before February 1, 2008.
- Table 4:** Report of Children with Disabilities Exiting Special Education was filed on or before November 1, 2008.
- Table 5:** Report of Children with Disabilities Subject to Disciplinary Removal was filed on or before November 1, 2008.
- Table 6:** Report of the Participation and Performance of Students with Disabilities on State Assessments was filed on or before February 1, 2009.
- Table 7:** Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act was filed on or before November 1, 2008.

Indicator 20, Table 1: SPP/APR Data

APR Indicator	Valid and Reliable	Correct Calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
Subtotal			38
APR Score Calculation	Timely Submission Points (5 pts for submission of APR/SPP by February 2, 2009)		5
Grand Total			43

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 2007 (2007-2008) APR.

Indicator 20, Table 2: 618 Data

Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 Due 2/1/08	1	1	1	1	4
Table 2 Due 11/1/08	1	1	1	N/A	3
Table 3 Due 2/1/08	1	1	1	1	4

Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 4 Due 11/1/08	1	1	1	N/A	3
Table 5 Due 11/1/08	1	1	1	N/A	3
Table 6 Due 2/1/09	1	1	1	N/A	3
Table 7 Due 11/1/08	1	1	1	N/A	3
618 Score Calculation			Subtotal		23
			Weighted Total (Subtotal × 1.87)		43

Indicator 20, Table 3: Combined Score

Indicator 20 Calculation	
A. APR Total	43
B. 618 Total	43
C. Grand Total (A + B)	86
Percent of timely and accurate data (C ÷ 86 × 100)	100%

Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008):

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 2007 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).

The U.S. Department of Education accepted Ohio as an EdFacts-only state for reporting of Tables 1, 3, and 4. ODE expects similar approval for Table 5.

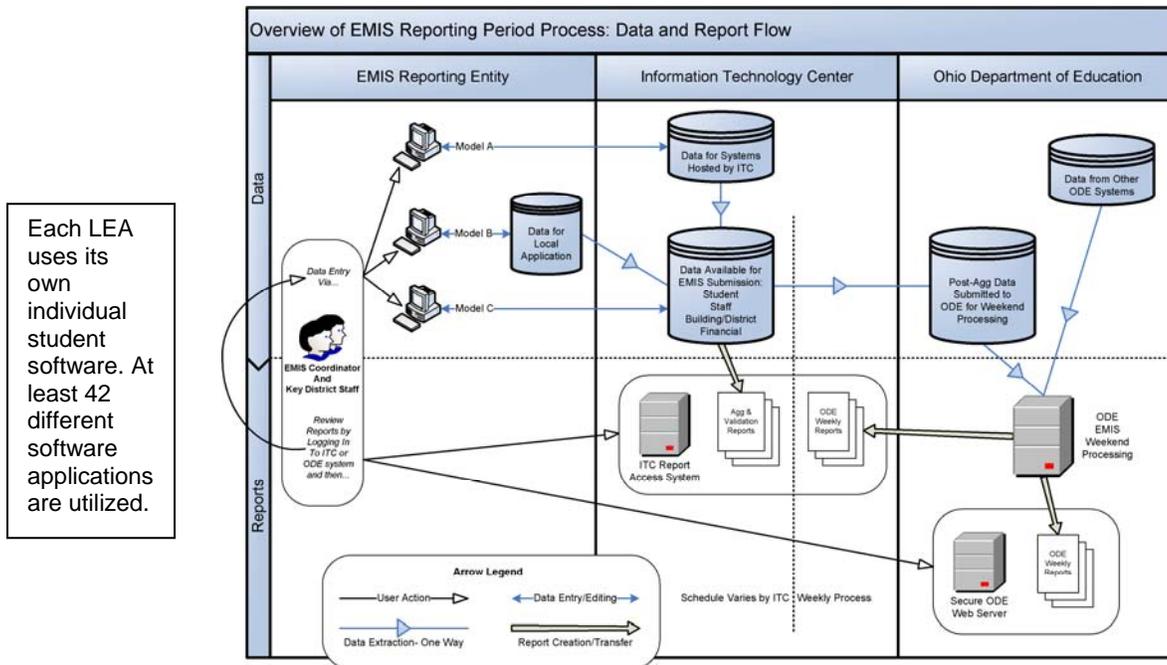
Local-level data collection improved greatly in 2007-2008, specifically for the requirements of the SPP and APR. Data submitted by LEAs were generally complete and accurate. Most LEAs have implemented the necessary changes in local software and reporting structures to enable complete reporting. ODE has undertaken many activities, described below, to ensure complete and accurate data submission by LEAs.

Discussion of Improvement Activities Completed for FFY 2007 (2007-2008):

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



(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 LEAs 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 and discipline data 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. There is not a single software developer that serves all LEAs in the state; instead, LEAs contract individually with vendors to create and maintain their student software systems.

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 reporting. 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.

Modifications to the 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/APR 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 reported is 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.

ODE modified the special education event record during the 2007-2008 school year to add possible event outcomes and reasons for noncompliance. ODE also added a new section to the EMIS training manual to address specific special education data reporting procedures for EMIS coordinators.

Data Warehouse Expansion Project. Ohio uses a data warehouse to store and report data for most of its NCLB-required reporting. An expansion of the data sets is in process, with implementation planned for the 2011-2012 school year. The OEC-assigned data manager has submitted requests, necessary documentation, and proposed business rules to include data needed for the SPP/APR and LEA determinations in this expansion.

Data Collection Tool. As LEAs use a variety of internal mechanisms to store student records, including at least 42 different software packages, OEC's data manager collaborated with special education directors and EMIS coordinators from across the state to create a tool that LEAs can use to ensure that information from each student's individual paper or electronic files is accurately provided to the EMIS coordinator.

Professional Development. Historically, professional development efforts have targeted district EMIS staff via documentation of updates through weekly EMIS communications, statewide training conferences, and several regional sessions. In March 2008, OEC staff conducted five regional data training sessions focusing on special education data reporting and 618, 619 and SPP/APR data elements. LEAs were required to send their special education director and their EMIS data manager; thus facilitating a common understanding of reporting procedures and implications, and emphasizing the importance of communication between the two.

In support of new state operating standards that took effect July 1, 2008, OEC, in conjunction with stakeholders, began development of an LEA special education guidance tool to provide support for applicable state and federal laws and rules, model and suggested forms, and best practice examples of process implementation, including a section addressing data reporting issues. OEC launched the online guidance document in the fall of 2008 and began seeking stakeholder feedback. The tool is currently going through final editing to reflect the comments received. OEC will post the final version of the guidance document in February 2009 as a resource for all LEAs and stakeholders.

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

- Implementing district-level reports of aggregated data used for the SPP/APR, LEA determinations, and redirection of funds for disproportionality. EMIS staff provided new data verification reports for LEAs, identifying individual student data that appears to be inconsistent or incomplete so that it could be corrected prior to reporting deadlines;
- Providing weekly district-level reports to LEAs of aggregated academic achievement, graduation, and dropout data used for the SPP/APR;
- 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, enforcing the consequences of missing data reported for SPP/APR indicators and the provision of weighted state special education funding; and
- Providing status reports for OEC to individually contact LEAs whose preliminary 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.

Indicator 20 for LEA Determinations. OEC added sub-scores to the Indicator 20 calculation used for LEA determinations. Data missing specifically for Indicator 13, incomplete event records, or use of a code indicating errors in previous data submission (which caused false-positives in findings of noncompliance) prevented LEAs from receiving determinations of Meets Requirements.

Reconciliation of SPP/APR and 618 Data. OEC's data manager worked with data managers from other areas of ODE to reconcile various reports that included SPP/APR and 618 data. The OEC data manager

collaborated with ODE staff assigned to federal Education Data Exchange Network (EdFacts) reports to compare business rules for completion of December Child Count, Educational Environments, Exiting and Discipline data reports.

Common Student Identifier. Recent state legislation permitted the common use of individual student identifiers utilized by both Part C and Part B data systems. ODE's Office of Early Learning and School Readiness continued to work with the agency responsible for Part C, the Ohio Department of Health (ODH), to provide the necessary student information to the third party charged by Ohio law with assigning student identifiers. Personnel from both agencies began the process for assigning student identifiers to children served in Help Me Grow programs (Part C). ODE and ODH completed the first year of a three-year phase-in plan utilizing birth certificate information from the Bureau of Vital Statistics. 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.

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

EMIS Redesign. The EMIS system is in the process of a total redesign to move the data from flat files stored in a COBOL-based VAX mainframe computer to a normalized relational database in a more accessible environment. ODE hopes that the redesigned system will be in place for the 2009-2010 school year. Where possible, the system will be aligned with the multi-state Computer Interoperability Framework (CIF). During the redesign process, the data manager assigned to OEC has examined table structures and business rules to ensure that reporting function is maintained.

Data Verification. Data verification activities will continue to include OEC staff contacting LEAs with extensive missing or incomplete data for any specific indicator. Several LEAs communicated concerns about data reporting errors of which they are unaware before the data become final and impact their determinations. To address these concerns, midway through the year-end reporting period OEC will analyze preliminary data reported by LEAs for specific SPP/APR indicators included in determinations. OEC will provide these initial data to LEA special education administrators, with strong encouragement to verify the data and make any needed corrections prior to the end of the reporting period.

Linking Electronic IEPs and EMIS. Ohio has recently updated several of the required forms used for special education record keeping. As a result, software vendors that contract with LEAs to create electronic versions of these forms must update, or in some cases, completely change, the structure and user interface of the LEA student software. The data manager assigned to OEC will work with software vendors that supply electronic IEP forms and convert the information in them to EMIS data, to ensure that information transformed from an individual student record to EMIS data are accurate.

Reconciliation of SPP/APR and 618 Data. OEC's data manager will continue to collaborate with data managers from other areas of ODE to reconcile reports sent to various federal offices. Ongoing activities will include:

- Continuing alignment of business rules and calculations used for 618, Title 1, Title 3, Safe and Drug-Free Schools and EdFacts reporting, to ensure that public reports include consistent data when data definitions and reporting requirements coincide;
- Ensuring that business rules for special education 618 data are sufficiently consistent with those for data reported through EdFacts, in order to create an "EdFacts-only" report for Tables 2 and 6; and
- Ensuring that business rules include appropriate consideration of data for students with disabilities when ODE revises calculations of performance measures for Ohio's accountability system. Discussions continue concerning the longitudinal graduation rate, which ODE's Office of Policy and Accountability did not implement as planned during 2007-2008. When ODE introduces a new graduation rate calculation OEC must ensure alignment with the data reported for Indicators 1 and 2.

These activities are intended to improve efficiency in data reporting while ensuring timely and accurate data submission at the state and local levels.