Ohio | Department of Education

**State Advisory Panel for Exceptional Children (SAPEC)**
**Educational Service Center of Central Ohio**
**2080 Citygate Drive, Columbus**

**AGENDA**

***Thursday, December 2, 2010***

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| 9:30 a.m. | **Call to Order**<br>Welcome and Introductions | *Terri McIntee Larenas, Chair* |
| 9:40 a.m. | **Approval of September 9, 2010 Meeting Minutes** | *Terri McIntee Larenas, Chair* |
| 9:50 a.m. | **Committee Reports**<br>• Membership Committee<br>• Election Committee | |
| 10:15 a.m. | **Topical Updates or Presentations**<br>**2010 -2011 SPP/APR Overview**<br>• OSEP requirements for the Revised SPP and 2009 APR Reports.<br>• Compliance Indicators (including B-18, 19) and proposed activities. | *Ann Bailey, NCRRC* |
| 11:00 a.m. | **BREAK** | |
| 11:15 a.m. | **Continue SPP/APR Overview**<br>• Questions/Answers about the SPP/APR | *Ann Bailey, NCRRC* |
| 11:30 a.m. | **Process for SAPEC Review and Input on the Results Indicators (4, 5, 7, 8, 14)**<br>• Small group learning | *Indicator 4: Anne Skaggs*<br>*Indicator 5: Ronda Hinson & Paul Roepcke*<br>*Indicator 7: Ann Bailey*<br>*Indicator 8: Jo Hannah Ward*<br>*Indicator 14: Paul Roepcke and Rachel McMahan, Kent State University* |
| 11:30 a.m. - 1:30 p.m. | **WORKING LUNCH**<br>• Small Groups discuss indicators | *OEC Staff* |
| 1:30 p.m. | **Facilitated Large Group Discussion and Vote on Indicator Targets/ Recommendations** | *Ann Bailey, NCRRC* |
| 3:00 p.m. | **Constituency Reports – contingent upon completion of SPP work**<br>(SAPEC members provide a brief report on relevant activities planned by their respective organization/constituency) | *Panel Members* |
| 3:15 p.m. | **Public Comments**<br>(Non-SAPEC members express their views.) | *Terri McIntee Larenas, Chair* |
| 3:30 p.m. | **Adjourn** | *Terri McIntee Larenas, Chair* |

***Times on the agenda are subject to change; the SAPEC meeting will be adjourned when the business items are completed.***

# STATE ADVISORY PANEL FOR EXCEPTIONAL CHILDREN
## Dec. 2, 2010
## Educational Service Center of Central Ohio

| Agenda Item | Key Points | Discussion/Recommendations | Next Steps |
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| **Call to Order, Welcome and Introduction** | Reviewed agenda and introduced members and guests | | |
| **Panel Business** | Approval of Minutes | Marsha Wiley moved to accept the Sept. 9, 2010, minutes, Handout #1, and Denise Conrad seconded. The minutes were approved. | |
| **Committee Reports** | Membership Committee Report – Liz Sheets | The membership committee has created a brochure related to SAPEC. The draft brochure is part of the initial contact to encourage prospective members to apply. It lists general requirements of serving on the panel to assist prospective members in understanding the work and requirements of the group without overwhelming them. Photos will be included in the brochure. ODE is assisting with the brochure's design and production. The timeline for completion is February so it will be ready for the membership campaign/drive. The draft brochure was passed out to members. The membership committee requested feedback from members after their review.<br><br>The committee discussed the need to recruit members who are individuals with disabilities and other members to help achieve a more diverse ethnic composition.<br><br>Three members have terms that expire next year.<br><br>Conversations are ongoing regarding the size and composition of SAPEC's membership. | |
| **Committee Reports** | Election Committee Report – Tom Ash | There are vacancies for two members-at-large and a vice chair. The vice chair is a five-year commitment that consists of two years as vice chair, two years as chair and one year as past chair. If interested, | |

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| | | members should submit letters of interest to Jana Perry, jana.perry@ode.state.oh.us, by **Jan. 31, 2011**. | |
| | State Performance Plan (SPP) and Annual Performance Report (APR) presentation by Ann Bailey from the North Central Regional Resource Center (NCRRC) | **Overview of the State Performance Plan and Annual Performance Report**<br><br>The Elementary and Secondary Education Act (ESEA) is projected to be reauthorized in 2011. Once that is completed, the U.S. Department of Education (USDOE) will begin the work to reauthorize the Individuals with Disabilities Education Improvement Act (IDEA). Due to the delay in revising IDEA, the SPP changed from a six-year to an eight-year plan.<br><br>As part of its duties, SAPEC provides input on setting targets for the SPP indicators.<br><br>By **Feb. 1, 2011**, the state must submit a revised SPP that specifies, for each indicator, annual targets and improvement activities for each year through federal fiscal year (FFY) 2012.<br>• Indicator targets must reflect improvement over the state's baseline data for that indicator.<br>• The state also must ensure that the description of the overall state system included in the SPP and APR is up to date.<br><br>Some indicators have targets set by the USDOE's Office of Special Education Programs (OSEP); others are set by the state. OSEP sets compliance indicator targets and states set performance indicator targets.<br><br>States have the following sampling options:<br>• Repeat six-year plan (OSEP must have already approved your plan);<br>• Create a new two-year sampling plan that includes all new programs and all programs used before (must have OSEP approval); or | |

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| | | • Continue with census.<br><br>By **Feb. 1, 2011**, states must submit the FFY 2009 Part B APR.<br><br>The SPP/APR Calendar is available online at http://spp-apr-calendar.rrfcnetwork.org/.<br><br>Indicator changes:<br>• Indicator 4a – Percent of LEAs with Significant Discrepancies in the Rates of Suspensions and Expulsions Greater than 10 Days in a School Year;<br>• Indicator 4b – Percent of LEAs with Significant Discrepancies in the Rates of Suspension/Expulsion Greater than 10 Days in a School Year by Race and Ethnicity;<br>• Indicator 9 – Disproportionality – Child;<br>• Indicator 10 – Disproportionality – Eligibility;<br>• States must now report the number of districts excluded from the reported data due to minimum group size.<br><br>**Indicator 4b** – Percent of LEAs with Significant Discrepancies in the Rates of Suspensions and Expulsions Greater than 10 Days in a School Year by Race and Ethnicity:<br>• Must provide baseline, targets and improvement activities using FFY 2008 data;<br>• Must provide definition of significant discrepancy;<br>• Must reflect the methodology used and the measure of how rates were calculated; and<br>• Must report in specific template.<br><br>**Indicator 4a** – Percent of LEAs with Significant Discrepancies in the Rates of Suspensions and Expulsions Greater than 10 Days in a School Year – must choose one of the following methods to determine possible significant discrepancy:<br>• Compare the rates of suspensions and expulsions for children | |

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| | | with IEPs among LEAs within the state; or<br>• Compare the rates of expulsions and suspensions for children with IEPs to nondisabled children within the LEAs.<br><br>Ohio uses the second option.<br><br>Members raised questions regarding suspensions and expulsions of students with disabilities. The suspension or expulsion cannot be a result of the child's disability – the district must use the process of manifestation determination to ensure the behavior/action was not a result of the disability before student can be expelled. Districts in Ohio set their own discipline policies.<br><br>**Indicators 4a and 4b** – states have the option to look at total number of LEAs or use a cell size (using the number of LEAs that meet the state's minimum *n* size as the denominator in the calculation). Using a minimum cell size helps mask data to avoid releasing personally identifiable information.<br><br>Reporting correction of noncompliance:<br>• The state must report consistently with the OSEP 09-02 memo;<br>• There are two prongs of correction for noncompliance;<br>• This has resulted in a significant increase in work related to correction.<br><br>**Indicators 13 and 14:**<br><br>• 100 percent compliance target;<br>• State must provide baselines, targets and, as needed, improvement activities using the SPP template;<br>• States did not report on Indicator 13 last year.<br><br>A member asked if state has withheld funds from any district due to poor performance. SPP/APR has been in place for five years. Ann | |

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| | | Bailey explained that there are strict federal guidelines for the determination that states receive and no state has had funds withheld due to low performance. Ohio also has not withheld funds from any district due to low performance for students with disabilities.<br><br>**Review of Ohio SPP/APR Data and Proposed Targets for Indicators**<br><br>**Indicator 4a** – Percent of LEAs with Significant Discrepancies in the Rates of Suspensions and Expulsions Greater than 10 Days in a School Year – Target met:<br>• A member asked how reliable the data is from the districts. For discipline, ODE compares the data reported in EMIS to the IEP for the student. Last year, ODE did a sample of these IEPs. Data reliability and accuracy also must be reported in the SPP/APR.<br>• ODE proposed target – 1.66 percent for the next three years which is the same as last year.<br>• A member asked if this data is analyzed by disability category. Disaggregation of the data is available online. It is not reported/calculated by category. ODE monitoring teams review data broken down by category and grade level before an onsite monitoring review. ODE is reviewing that data even though this report does not show that.<br><br>**Indicator 4b** – Percent of LEAs with Significant Discrepancies in the Rates of Suspensions and Expulsions Greater than 10 Days in a School Year by Race and Ethnicity:<br>• ODE proposed the target remain at .2 percent for the next three years.<br><br>**Indicator 5a** – LRE > 80 percent<br>• ODE proposed annual increase as follows:<br>  o 2010 target – 59.8 percent; | |

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| | | o 2011 target – 62.3 percent;<br>o 2012 target – 64.9 percent.<br><br>**Indicator 5b** – LRE < 40 percent<br>• ODE proposed annual increase as follows:<br>o 2010 target – 11.9 percent;<br>o 2011 target – 11.4 percent;<br>o 2012 target – 10.9 percent.<br>• Ohio did not meet this indicator for 2009-2010.<br>• OSEP gave specific guidance to districts on how to calculate.<br>• LRE has been added to the onsite monitoring process.<br>o Members raised concerns regarding children not being in the neighborhood school and/or out-of-district placement. These types of placement issues are reviewed on IEPs during onsite monitoring.<br><br>**Indicator 5c** – Separate Facilities<br>• ODE proposed annual decrease as follows:<br>o 2010 target – 3.8 percent;<br>o 2011 target – 3.6 percent;<br>o 2012 target – 3.4 percent.<br><br>**Indicator 8** – Parent Involvement<br>• ODE proposed 93 percent for the next three years.<br>• Performance Indicator – unrealistic to have a 100 percent target.<br>• Collected through a survey approved by OSEP. A sample of districts and parents. It must be a representative sample of the state's population of students with disabilities.<br><br>**Indicator 14a** – Enrolled in higher education within one year.<br><br>**Indicator 14b** – Enrolled in higher education or employed within one | |

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| | | year.<br><br>**Indicator 14c** – Enrolled in higher education, training or employed.<br><br>Indicator 14 language has been revised multiple times and was most recently revised last year. The language is set by OSEP. The baseline was set last year at 66.6 percent.<br><br>Targets for compliance indicators are set by OSEP and they are:<br>• Indicator 4b – 0 percent<br>• Indicator 9 and 10 Disproportionality – 0 percent<br>• Indicator 11 Child Find – 100 percent<br>• Indicator 13 Secondary Transition – 100 percent<br>• Indicator 15 Correction of Noncompliance – 100 percent<br>• Indicator 16 Complaint Timelines – 100 percent<br>• Indicator 17 Due Process Timelines – 100 percent<br>• Indicator 18 Resolution Sessions – 52 percent<br>• Indicator 19 Mediation – 90 percent<br>• Indicator 20 State Reported Data – 100 percent | |
| | Members broke into small groups for discussion on the performance indicators and the targets proposed by ODE. | Members broke into small groups for discussion on the proposed targets. Facilitators rotated among the groups and all SAPEC members present had an opportunity to review, discuss and propose targets for the five indicators that were presented. | |
| | | **Group discussion and vote on proposed indicator targets**<br><br>**Indicator 4a** – 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:<br>• ODE's proposed annual targets for 2010-2012 were 1.66, 1.66, 1.66 percent;<br>• Members agreed. | |

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| | | **Indicator 5a** – Percent of children with IEPs aged 6 through 21 inside the regular class 80 percent or more of the day:<br>• ODE's proposed annual targets for 2010-2012 were 59.8, 62.3, 64.9 percent;<br>• SAPEC Proposal 2 – Recommendation for annual targets for 2010-2012 were 59.8, 61.5, 62.3 percent;<br>• SAPEC Proposal 3—Recommendation for annual targets for 2010-2012 were 57.8, 59.7, 61.6 percent;<br>• Members selected proposal 2.<br><br>**Indicator 5b** – Percent of children with IEPs aged 6 through 21 inside the regular class less than 40 percent of the day:<br>• ODE's proposed annual targets for 2010-2012 were 11.9, 11.4, 10.9 percent;<br>• SAPEC Proposal 2 – Recommendation for annual targets for 2010-2012 were 12, 11.6, 11.2 percent;<br>• SAPEC Proposal 3 – Recommendation for annual targets for 2010-2012 were 12.4, 12, 11.6 percent;<br>• Members selected proposal 2 without unanimous consent.<br><br>**Indicator 5c** – Percent of children with IEPs aged 6 through 21 served in separate schools, residential facilities or homebound/hospital placements:<br>• ODE's proposed annual targets for 2010-2012 were 3.8, 3.6, 3.4 percent;<br>• SAPEC Proposal 2 – Recommendation for annual targets for 2010-2012 were 3.6, 3.4, 3.2 percent;<br>• Members chose proposal 2.<br><br>**Indicator 7a** – Social-Emotional Skills:<br><br>Percent of children who increased their rate of growth:<br>• ODE's proposed annual targets for 2010-2012 were 66, 66, 67 percent; | |

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| | | • Members agreed.<br><br>Percent of children functioning within age expectations:<br>• ODE's proposed annual targets for 2010-2012 were 49, 49, 49 percent;<br>• Members agreed.<br><br>**Indicator 7b** – Early Literacy Skills:<br><br>Percent of children who increased their rate of growth:<br>• ODE's proposed annual targets for 2010-2012 were 68, 68, 69 percent;<br>• SAPEC Proposal 2 – Recommendation for annual targets for 2010-2012 were 68, 68.5, 69 percent;<br>• Members chose proposal 2.<br><br>Percent of children functioning within age expectations:<br>• ODE's proposed annual targets for 2010-2012 were 47, 47, 47 percent;<br>• Members agreed.<br><br>**Indicator 7c**—Appropriate Behaviors<br><br>Percent of children who increased their rate of growth:<br>• ODE's proposed annual targets for 2010-2012 were 67, 67, 68 percent;<br>• Members agreed.<br><br>Percent of children functioning within age expectations:<br>• ODE's proposed annual targets for 2010-2012 were 60, 60, 60 percent;<br>• Members agreed.<br><br>**Indicator 8** – Percent of parents with a child receiving special education services who report that schools facilitated parent | |

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| | | involvement as a means of improving services and results for children with disabilities:<br>• ODE's proposed annual targets for 2010-2012 were 93, 93, 93 percent;<br>• SAPEC Proposal 2 – Recommendation for annual targets for 2010-2012 were 94.9, 95.4, 95.9 percent;<br>• SAPEC Proposal 3 – Recommendation for annual targets for 2010-2012 were 93, 93.5, 94 percent;<br>• SAPEC Proposal 4 – Recommendation for annual targets for 2010-2012 were 100 percent across the board;<br>• Members selected proposal 3.<br><br>**Indicator 14a** – Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school:<br>• ODE's proposed annual targets for 2010-2012 were 40.2, 40.8, 41.4 percent;<br>• Members agreed.<br><br>**Indicator 14b** – Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and enrolled in higher education or competitively employed within one year of leaving high school:<br>• ODE's proposed annual targets for 2010-2012 were 67, 68.6, 70.2 percent;<br>• SAPEC Proposal 2 – Recommendation for annual targets for 2010-2012 were 63, 63.6, 64.2 percent;<br>• Members agreed to ODE's proposed percentage.<br><br>**Indicator 14c** – Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other | |

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| | | employment within one year of leaving high school:<br>• ODE's proposed annual targets for 2010-2012 were 71.4, 72.1, 72.8 percent;<br>• SAPEC Proposal 2 – Recommendation for annual targets for 2010-2012 were 67.2, 67.8, 68.4 percent;<br>• No consensus reached.<br><br>The recommendations of the SAPEC members will be taken into consideration as ODE makes the final decision on the targets. | |
| **Constituency Reports** | | Tom Ash from BASA – Budget Reductions. Will related services be funded? This could negatively affect the rate of suspensions of students with disabilities due to lack of needed services. | |
| **Public Comments** | None | There were no public comments. | |
| **Adjourn** | | Tom Ash moved to adjourn; Debbie Zielinski seconded. The meeting was adjourned. | |

# STATE ADVISORY PANEL FOR EXCEPTIONAL CHILDREN

## Sept. 9, 2010

## ESC of Central Ohio

| Agenda Item | Key Points | Discussion/Recommendations | Next Steps |
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| **Call to Order, Welcome and Introduction** | Reviewed agenda and introduced members and guests | | |
| **Panel Business** | Approval of Minutes | Jed Morison moved to accept the April 1, 2010 minutes, handout #1, and April Siegel Green seconded. The minutes were approved. | |
| | Resignation of members | Susan Mikolic and Sheryl Roberts resigned for personal reasons. | |
| | SAPEC Manual | Revised SAPEC Manual contents were provided to each member in attendance. | |
| | OSEP Mega Conference Report | Terri McIntee and Debbie Zielinski were members of the team from Ohio that attended the OSEP Mega Conference in Washington DC. Other representatives from Ohio were ODE's Kathe Shelby, Thomas Lather, Kim Carlson and Paul Roepcke; and representatives from the Ohio Coalition for the Education of Children with Disabilities. This year the conference combined the parent information centers, Part C and Part B with a focus on collaboration. | |
| **Committee Reports** | Membership Committee Report | The membership committee met on Sept. 8, 2010. Deb Zielinski, chair of the committee, designated Liz Sheets as the new chair. The group reviewed the committee's responsibilities for the 2010-2011.<br><br>It was decided the membership application would be updated and presented to the full panel during the Dec. 2, 2010, meeting.<br><br>Liz Sheets reviewed a map of Ohio that denotes where SAPEC members reside throughout the state. The panel | Membership application needs to be updated and will be presented to the panel during the Dec. 2, 2010 meeting.<br><br>Membership committee will meet on November 19, 2010 to discuss |

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| | | needs representation throughout the state, and panel members' terms should be staggered. | recruitment and a plan to stagger the terms of members. |
| | Election Committee Report<br><br>Resolution to waive certain SAPEC bylaws for the Election of Members-at-large on Sept. 9, 2010 only—Article 5 Section 1 & Article 6 Section 3 (See handout #3) | Tom Ash moved for the first resolution; Glenn Jirka seconded; resolution passed.<br><br>Tom Ash moved for the second resolution; Cynthia McIntosh seconded; resolution passed. | |
| **Vote of Members-at-Large** | Members that applied to be a member-at-large (MAL) made statements before the ballot vote.<br>• Kay Rietz-submitted a written statement<br>• Mary Ellen Bargerhuff<br>• Jennifer Brickman<br>• Kate Kandel<br>• Mary Murray<br>• Linda Oda<br>• Liz Sheets<br>• Sandra Tolliver –did not attend or submit a statement<br>• Cindy Slavens – removed herself from ballot | Members-at-large elected:<br>• Jennifer Brickman – one-year term<br>• Kate Kandel – two-year term<br>• Mary Murray – one-year term<br>• Linda Oda – two-year term<br><br>To stagger the term limits of members-at-large, the four members-at-large MALs drew numbers to determine their term limits. | |
| **OEC Updates** | Caseload Ratio Update | Recommendations of the Caseload Ratio Committee were approved by the state board of education. In addition, the Operating Standards have been amended to allow city, local and exempted village school districts; | |

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| | | community schools; educational service centers; and county boards of developmental disabilities to submit a proposal to help identify appropriate methods for calculating service-provider caseload ratios for services provided to students with disabilities. These proposals cannot exceed the ratio outlined in the Operating Standards but they can look at the calculation of the number differently. The request for proposal (RFP) is posted on the ODE web. Click here.<br><br>Each project applicant may apply for up to $35,000 to fund the development of a plan for determining student caseload ratios for intervention specialists and related services personnel. Proposals must be submitted electronically to ODE at exceptionalchildren@ode.state.oh.us by Oct. 15.<br><br>Other efforts to increase the shortage of related service personnel: | |
| | OEC funds the OMNIE Project which helps bring new SLPs into Ohio Schools. | OMNIE Project—Traditionally, there had been too few speech and language pathologists (SLPs) in Ohio to meet the needs of students in Ohio schools. In collaboration with the Center for the Teaching Profession, the Office for Exceptional Children (OEC) has funded a Master's program through the collaboration of Institutions of Higher Education to recruit more SLPs into Ohio schools. As a result, there are now 150 more SLPs in Ohio's schools. OEC has been funding this project for the last four years.<br><br>There appear to be a sufficient number of licensed occupational therapists (OT) and physical therapists (PT) | |

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| | | in the state, but they tend not to be attracted to working in schools because of schools' higher than customary caseloads and lower pay when compared to a medical facility. OEC will continue discussions with OT and PT professional organizations regarding this issue. | |
| | Ohio's Corrective Action Plan (CAP) and Comprehensive System for Monitoring for Continuous Improvement<br><br>Comprehensive System of Monitoring for Continuous Improvement (handouts #5, 7, 8 and 9) has five methods of review: Selective Review, IDEA Onsite Review, Data Verification, Compliance Indicator Review and Due Process Review. | Background:<br><br>The U.S. Department of Education (USDOE), Office of Special Education Programs (OSEP) conducted a review of the Ohio Department of Education (ODE), Office for Exceptional Children (OEC) in October of 2009. OSEP's findings had two common themes: 1) ODE must ensure valid and accurate data and 2) ODE must expand its LEA monitoring system. ODE submitted a response and corrective action plan to OSEP in May and June 2010.<br><br>ODE received a determination of Needs Intervention from the USDOE. Any state that OSEP believes has submitted invalid and/or unreliable data on a compliance indicator receives a determination of Needs Intervention.<br><br>On Aug. 31 and Sept. 1, 2010, training was held for OEC and State Support Team (SST) staff to update them on Ohio's CAP and their role in the OEC Comprehensive Monitoring System for Continuous Improvement. OEC staff have been reorganized into regional contact teams and monitoring teams. Refer to Handout #4, Agenda for OEC and SST Training – Aug. 31-Sept. 1, 2010.<br><br>Implementing ODE's Corrective Action Plan (CAP) involves ensuring that Ohio districts are documenting and submitting valid and reliable data to ODE. Making changes to EMIS is a slow process; therefore, OEC will be | |

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| | Special Education Profiles for LEAs | validating data through various monitoring methods.<br><br>In addition, the OEC has redesigned its system for monitoring IDEA to be a more comprehensive, in-depth system for continuous improvement (Handout #5). The system contains five methods of reviewing LEAs: Selective Review, IDEA Onsite Review, Data Verification, SPP Compliance Indicator Review and Due Process Review.<br><br>Refer to handouts #8 and #9 for a description and timeline for SPP Compliance Indicator Reviews.<br><br>The special education profiles being sent to LEAs this year have been redesigned and include an LEA's results on SPP indicators from 2004-05 through 2008-09. | |
| **LEA Determinations** | Items discussed:<br>• State Performance Plan indicators and monitoring priority areas<br>• LEA determinations<br>• LEA determinations stakeholder groups<br>• ODE enforcement actions for LEAs not meeting requirements | A State Performance Plan (SPP) is submitted every six years and includes measurable and rigorous targets set by OSEP for 20 indicators (see handout #6 for the list of SPP indicators). Using data for these indicators, states must apply annual determinations of special education performance to local education agencies (LEAs). The USDOE'S Office of Special Education Programs (OSEP) applies one of four determinations in evaluating each state's implementation of the requirements of Part B of IDEA: Meets Requirements, Needs Assistance, Needs Intervention or Needs Substantial Intervention.<br><br>To make determinations of LEAs, ODE must consider: performance on all compliance indicators; validity, reliability and timeliness of data; uncorrected noncompliance from other sources (LEAs have one year to correct); and any audit findings. Handout #10 explains the determinations process for 2010. | |

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| | | ODE convened a stakeholder group to establish new criteria for making LEA determinations. Those criteria are detailed in handout #11, titled *Criteria for Making LEA Determinations*.<br><br>LEAs were sent their determinations, based on 2008-2009 data, at the end of August. Handout #12 is a sample packet containing the documents each LEA receives. LEA determinations are not required to be publicly reported; however, LEA data for specific SPP/APR indicators are reported each year. The stakeholder group chose not to publicly report the LEA determinations this year; however, in May 2011 states must report the 2010 LEA determinations to OSEP and this information will be publicly available. LEAs that do not meet requirements are required to submit a corrective action plan to ODE for approval and to correct the noncompliance.<br><br>ODE enforcement actions for LEAs not meeting requirements:<br>• Needs Assistance Year 1 – LEA informed of technical assistance available from the SSTs and other resources.<br>• Needs Assistance Year 2 – Training by SSTs required.<br>• Needs Intervention – Individualized training and technical assistance from SSTs required, specific to identified areas.<br>• Needs Substantial Intervention – Withhold funds, require completion of specific correction actions before release of funds, and require intensive SST support. | |
| **Discussion and Dialogue** | Panel members asked ODE staff questions and made comments. | **Question:** What are some examples of district errors on EMIS? | |

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| | | **Response:** Data entry personnel are only human, and typos occur. ODE expects that typos will occur, but it also expects that someone is checking the actual keyboarding/data entry results before submitting data to EMIS.<br><br>Common mistakes beyond typos include reporting multiple dates for the same event. For example, staff from one building report a student's annual review of individualized education program (RIEP) occurred on Oct 1 and in another building someone else entered an RIEP for the same child occurring on Oct 2, a different date. Although there was just one meeting, the computer system will recognize the two dates.<br>Another common error is attempting to report special education events that occurred in a district that a transfer student previously attended. In a few districts, EMIS staff members focus on submitting the Report Card data and may spend little time in ensuring special education data accuracy. This results in districts failing to report all the required data; providing numbers that are transposed; or entering the wrong disability categories.<br><br>LEAs receive error reports from ODE throughout the year and are given opportunities to correct EMIS errors. LEAs also receive an ODE report in August with a final opportunity to correct incorrect data.<br><br>**Question:** How will making changes to EMIS assist with the data-reporting issues?<br><br>**Response:** ODE data managers are more knowledgeable | |

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| | | about this. Most of the changes made in the EMIS redesign affect the speed of data-correction cycles. Districts will be able to correct erroneous data much more quickly and frequently than they currently can.<br><br>**Question:** Even if all districts had a dedicated EMIS coordinator, with all of the different systems that districts can choose from, will the data ever be accurate?<br><br>**Response:** Local control of software choices actually can contribute to data accuracy. Districts can pick software that works within its other management practices and is supported by its local Information Technology Center (ITC). If LEAs choose wisely, they can find software that provides a certain amount of error checking as data is being entered. However, having multiple software packages precludes OEC from being able to field *data entry* questions. For example, if "membership data" is a term used by a specific software package rather than a term used in EMIS, ODE will not be able to tell an LEA why it is receiving a software-prompted message that membership data are missing.<br><br>**Question:** Who is responsible for child-find and the financial obligations of child-find?<br><br>**Response:**<br>Preschool: The district of residence retains the fiscal and service responsibilities.<br>School-age: The LEA jurisdiction in which the nonpublic school is located assumes the service and fiscal responsibilities, not the district of residence. | |

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|---|---|---|---|
| | | **Question:** What impact will Race to the Top (RttT) money have on special needs?<br><br>**Response:** Each district that signed up to participate will have to submit a plan to be approved by ODE and USDOE. There are four main areas of RttT: Struggling schools, curriculum, effective teachers and longitudinal data systems. Children with disabilities are affected by all of these areas. | |
| **Constituency Reports** | | **Department of Youth Services (DYS)**<br>Many changes have occurred in the DYS over the last several years under a consent decree/agreement. Among the many positive changes, a strength-based positive behavior management system, cognitive behavior therapy program and new curriculum have been implemented across the agency.<br><br>**Buckeye Association for School Administrators (BASA)**<br>The state is facing an $8 billion deficit for the upcoming budget.<br><br>**Ohio Department of Mental Health (ODMH)**<br>The Transformation State Incentive Grant (TSIG), a five-year grant to the Governor's Office to transform mental health services and supports, will conclude Sept. 30, 2010.<br><br>The TSIG Cultural Competency Content Working Group developed a common definition of cultural competency to be adopted by all Ohio agencies. That definition was developed by a cross-system of stakeholders relying on national research. | |

| Agenda Item | Key Points | Discussion/Recommendations | Next Steps |
|---|---|---|---|
| | | The Youth and Young Adults in Transition report providing recommendations across all state agencies has gone to the Governor. The goal is to align transition services across the state. | |
| **Public Comments** | None | There were no public comments. | |
| **Adjourn** | | Tom Ash moved to adjourn; Cindy Slavens seconded; meeting adjourned. | |

# Summary of Ohio's Performance on State Performance Plan Targets

## Results Indicators (For Target Setting)

| SPP INDICATOR 4a | | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 Target | 2011-2012 Target | 2012-2013 Target |
|---|---|---|---|---|---|---|---|---|
| 4a. 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. | **Suspensions** | | | | | | | |
| | **Target** | 5.92% | 4.5% | 3.08% | 1.66% | 1.66% | 1.66% | 1.66% |
| | **Performance** | 3.6% | 1.4% | 2.3% | 0.4% | | | |
| | **Status** | **Met** | **Met** | **Met** | **Met** | | | |
| | **Expulsions** | | | | | | | |
| | **Target** | 0.8% | 0.6% | 0.4% | 0.2% | 0.2% | 0.2% | 0.2% |
| | **Performance** | 0.1% | 0.1% | 0.0% | 0.2% | | | |
| | **Status** | **Met** | **Met** | **Met** | **Met** | | | |

| SPP INDICATOR 5 | | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 Target | 2011-2012 Target | 2012-2013 Target |
|---|---|---|---|---|---|---|---|---|
| Percent of children with IEPs aged 6 through 21 served: 5a. Inside the regular class 80% or more of the day | **Target** | 48.1% | 48.4% | 49% | 49.4% | 59.8% | 62.3% | 64.9% |
| | **Performance** | 49.9% | 52.0% | 53.8% | 57.8% | | | |
| | **Status** | **Met** | **Met** | **Met** | **Met** | | | |
| 5b. Inside the regular class less than 40% of the day | **Target** | 13.3% | 12.5% | 11.75% | 11.25% | 11.9% | 11.4% | 10.9% |
| | **Performance** | 13.8% | 13.2% | 12.8% | 12.4% | | | |
| | **Status** | **Not Met** | **Not Met** | **Not Met** | **Not Met** | | | |
| 5c. In separate schools, residential facilities, or homebound/hospital placements. | **Target** | 6.1% | 5.9% | 5.5% | 5.3% | 3.8% | 3.6% | 3.4% |
| | **Performance** | 4.1% | 4.8% | 4.1% | 3.8% | | | |
| | **Status** | **Met** | **Met** | **Met** | **Met** | | | |

| SPP INDICATOR 7 | 2008-2009 Baseline Data | | |
|---|---|---|---|
| 7. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved: a) positive social-emotional skills; b) acquisition and use of knowledge and skills (including early literacy); and c) use of appropriate behaviors to meet their needs. | **Social-Emotional Skills** | **Early Literacy Skills** | **Appropriate Behaviors** |
| Of those children who entered the program below age expectations, the percent who substantially *increased their rate of growth* by the time they turned 6 years of age or exited the program. | 64.7% | 65.9% | 66.9% |
| The percent of children who *were functioning within age expectations* by the time they turned 6 years of age or exited the program. | 47.4% | 45.7% | 59.2% |

| SPP INDICATOR 7 | 2009-2010 Target | 2010-2011 Target | 2011-2012 Target | 2012-2013 Target |
|---|---|---|---|---|
| **7a. Social-Emotional Skills** | | | | |
| Percent of children who increased their rate of growth | 65% | 66% | 66% | 67% |
| Percent of children functioning within age expectations | 48% | 49% | 49% | 49% |
| **7b. Early Literacy Skills** | | | | |
| Percent of children who increased their rate of growth | 67% | 68% | 68% | 69% |
| Percent of children functioning within age expectations | 45% | 47% | 47% | 47% |
| **7c. Appropriate Behaviors** | | | | |
| Percent of children who increased their rate of growth | 65% | 67% | 67% | 68% |
| Percent of children functioning within age expectations | 58% | 60% | 60% | 60% |

| SPP INDICATOR 8 | | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 Target | 2011-2012 Target | 2012-2013 Target |
|---|---|---|---|---|---|---|---|---|
| 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. | **Target** | 90% | 90% | 91% | 92% | 93% | 93% | 93% |
| | **Performance** | 91.8% | 93.8% | 91.4% | 94.4% | | | |
| | **Status** | **Met** | **Met** | **Met** | **Met** | | | |

| SPP INDICATOR 14 | 2009-2010 Baseline Data | 2010-2011 Target | 2011-2012 Target | 2012-2013 Target |
|---|---|---|---|---|
| Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:<br>14a. Enrolled in higher education within one year of leaving high school. | 39.6% | 40.2% | 40.8% | 41.4% |
| 14b. Enrolled in higher education or competitively employed within one year of leaving high school. | 62.7% | 67.0% | 68.6% | 70.2% |
| 14c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. | 66.6% | 71.4% | 72.1% | 72.8% |

## Results Indicators (Not for Target Setting)

**States are required to set targets for these indicators consistent with NCLB. These targets have been set according to those requirements**

| SPP INDICATOR | | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|---|---|---|---|---|---|
| 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. | **Target** | 83.2% | 84.6% | 86.1% | 87.5% |
| | **Performance** | 84.2% | 83.9% | 82.9% | 82.5% |
| | **Status** | **Met** | **Not Met** | **Not Met** | **Not Met** |
| 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. | **Target** | 13.7% | 13.2% | 12.7% | 12.4% |
| | **Performance** | 15.7% | 16.1% | 17.1% | 17.5% |
| | **Status** | **Not Met** | **Not Met** | **Not Met** | **Not Met** |

| SPP INDICATOR | | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|---|---|---|---|---|---|
| Participation and performance of children with disabilities on statewide assessments:<br>3a. Percent of districts meeting the State's AYP objectives for progress for disability subgroup | **Target** | 44% | 52% | 60% | 68% |
| | **Performance** | 30% | 48.6% | 44.4% | 43.5% |
| | **Status** | **Not Met** | **Not Met** | **Not Met** | **Not Met** |
| 3b. Participation rate for children with IEPs | **Target** | 97.7% | 98% | 98.3% | 98.7% |
| | **Performance** | 98.8% | 98.8% | 98.7% | 98.7% |
| | **Status** | **Met** | **Met** | **Met** | **Met** |

| SPP INDICATOR | | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|---|---|---|---|---|---|
| 3c. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards. | **Math** | | | | |
| | **Target** | 47% | 54% | 62% | 70% |
| | **Performance** | 45.4% | 43.7% | 43.9% | 44% |
| | **Status** | **Not Met** | **Not Met** | **Not Met** | **Not Met** |
| 3c. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards. | **Reading** | | | | |
| | **Target** | 57% | 63% | 69% | 76% |
| | **Performance** | 51.6% | 49.7% | 48.1% | 52% |
| | **Status** | **Not Met** | **Not Met** | **Not Met** | **Not Met** |

| SPP INDICATOR | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|---|---|---|---|---|
| Percent of children aged 3 through 5 with IEPs attending a:<br>6a. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. | Baseline data and targets will be reported in the 2010-2011 State Performance Plan, due February, 2012. | | | |
| 6b. Separate special education class, separate school or residential facility. | | | | |

## Compliance Indicators

**Targets for these indicators are set by OSEP for all SEAs and cannot be changed.**

| SPP INDICATOR | | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|---|---|---|---|---|---|
| 4b. Percent of districts that have:<br>a) A significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and<br>b) Policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. | **Target** | Baseline data and targets will be reported in the 2009-2010 State Performance Plan, due February, 2011. | | | 0% |
| | **Performance** | | | | 0% |
| | **Status** | | | | **Met** |

| SPP INDICATOR | | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|---|---|---|---|---|---|
| 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. | **Target** | 0% | 0% | 0% | 0% |
| | **Performance** | 0% | 0% | 0% | 0% |
| | **Status** | **Met** | **Met** | **Met** | **Met** |
| 10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. | **Target** | 0% | 0% | 0% | 0% |
| | **Performance** | 0% | 0% | 0% | Calculation in progress |
| | **Status** | **Met** | **Met** | **Met** | |

| SPP INDICATOR | | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|---|---|---|---|---|---|
| 11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation. | **Target** | 100% | 100% | 100% | 100% |
| | **Performance** | 82.7% | 86.9% | 93.1% | 95.5% |
| | **Status** | **Not Met** | **Not Met** | **Not Met** | **Not Met** |
| 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. | **Target** | 100% | 100% | 100% | 100% |
| | **Performance** | 90.2% | 96.5% | 97.4% | 99.8% |
| | **Status** | **Not Met** | **Not Met** | **Not Met** | **Not Met** |

| SPP INDICATOR | | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|---|---|---|---|---|---|
| 13. Percent of youth with IEPs age 16 and above with an IEP that includes:<br>a) Appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment;<br>b) Transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals;<br>c) Annual IEP goals related to the student's transition services needs;<br>d) Evidence that the student was invited to the IEP Team meeting where transition services are to be discussed; and<br>e) Evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | **Target** | 100% | 100% | 100% | 100% |
| | **Performance** | 91.3% | 89.8% | New baseline to be reported in the 2009-2010 State Performance Plan, due February, 2011. | 99.6% |
| | **Status** | **Not Met** | **Not Met** | | **Not met** |
| 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. | **Target** | 100% | 100% | 100% | 100% |
| | **Performance** | 99.8% | 96.7% | 99.6% | Calculation in progress |
| | **Status** | **Not Met** | **Not Met** | **Not Met** | |

| SPP INDICATOR | | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|---|---|---|---|---|---|
| 16. Percent of signed written complaints with reports issued that were resolved within 60-day timeline; or<br>a) A timeline extended for exceptional circumstances with respect to a particular complaint; or<br>b) Because the parent and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution. | **Target** | 100% | 100% | 100% | 100% |
| | **Performance** | 93% | 100% | 100% | 100% |
| | **Status** | **Not Met** | **Met** | **Met** | **Met** |

| SPP INDICATOR | | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|---|---|---|---|---|---|
| 17. Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines. | **Target** | 100% | 100% | 100% | 100% |
| | **Performance** | 100% | 100% | 100% | 78.6% |
| | **Status** | **Met** | **Met** | **Met** | **Not Met** |

| SPP INDICATOR | | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|---|---|---|---|---|---|
| 18. Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements | **Target** | 50.6% | 50.6% | 51% | 52% |
| | **Performance** | 71.4% | 79.6% | 52.5% | 52.1% |
| | **Status** | **Met** | **Met** | **Met** | **Met** |

| SPP INDICATOR | | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|---|---|---|---|---|---|
| 19. Percent of mediations held that resulted in mediation agreements | **Target** | 87% | 88% | 89% | 90% |
| | **Performance** | 68.7% | 53.4% | 78.8% | 93.8% |
| | **Status** | **Not Met** | **Not Met** | **Not Met** | **Met** |

| SPP INDICATOR | | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|---|---|---|---|---|---|
| 20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. | **Target** | 100% | 100% | 100% | 100% |
| | **Performance** | 94.1% | 97.7% | 96.1% | 100% |
| | **Status** | **Not Met** | **Not Met** | **Not Met** | **Met** |

**INDICATOR 4 PROPOSED TARGETS**
**Individual Notes**

| SPP INDICATOR 4a | 2010-2011 Target | 2011-2012 Target | 2012-2013 Target | Yes, agree | No, disagree | Recommend |
|---|---|---|---|---|---|---|
| 4a. 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. | **Suspensions** | | | | | |
| | 1.66% | 1.66% | 1.66% | | | |
| | **Expulsions** | | | | | |
| | 0.2% | 0.2% | 0.2% | | | |

**NOTES:**

**INDICATOR 5 PROPOSED TARGETS**
**Individual Notes**

| SPP INDICATOR 5 | 2010-2011 Target | 2011-2012 Target | 2012-2013 Target | Yes, agree | No, disagree | Recommend |
|---|---|---|---|---|---|---|
| Percent of children with IEPs aged 6 through 21 served:<br>5a. Inside the regular class 80% or more of the day | 59.8% | 62.3% | 64.9% | | | |
| 5b. Inside the regular class less than 40% of the day | 11.9% | 11.4% | 10.9% | | | |
| 5c. In separate schools, residential facilities, or homebound/hospital placements. | 3.8% | 3.6% | 3.4% | | | |

**NOTES:**_____

## INDICATOR 7 PROPOSED TARGETS
## Individual Notes

| SPP INDICATOR 7 | 2010-2011 Target | 2011-2012 Target | 2012-2013 Target | Yes, agree | No, disagree | Recommend |
|---|---|---|---|---|---|---|
| **7a. Social-Emotional Skills** | | | | | | |
| Percent of children who increased their rate of growth | 66% | 66% | 67% | | | |
| Percent of children functioning within age expectations | 49% | 49% | 49% | | | |
| **7b. Early Literacy Skills** | | | | | | |
| Percent of children who increased their rate of growth | 68% | 68% | 69% | | | |
| Percent of children functioning within age expectations | 47% | 47% | 47% | | | |
| **7c. Appropriate Behaviors** | | | | | | |
| Percent of children who increased their rate of growth | 67% | 67% | 68% | | | |
| Percent of children functioning within age expectations | 60% | 60% | 60% | | | |

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**INDICATOR 8 PROPOSED TARGETS**
**Individual Notes**

| SPP INDICATOR 8 | 2010-2011 Target | 2011-2012 Target | 2012-2013 Target | Yes, agree | No, disagree | Recommend |
|---|---|---|---|---|---|---|
| 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. | 93% | 93% | 93% | | | |

**NOTES:**

**INDICATOR 14 PROPOSED TARGETS**
**Individual Notes**

| SPP INDICATOR 14 | 2010-2011 Target | 2011-2012 Target | 2012-2013 Target | Yes, agree | No, disagree | Recommend |
|---|---|---|---|---|---|---|
| Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:<br>14a. Enrolled in higher education within one year of leaving high school. | 40.2% | 40.8% | 41.4% | | | |
| 14b. Enrolled in higher education or competitively employed within one year of leaving high school. | 67.0% | 68.6% | 70.2% | | | |
| 14c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. | 71.4% | 72.1% | 72.8% | | | |

**NOTES:**_____

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**Early Childhood Outcomes Measurement (Indicator 7)**

I. **There are three areas measured.**

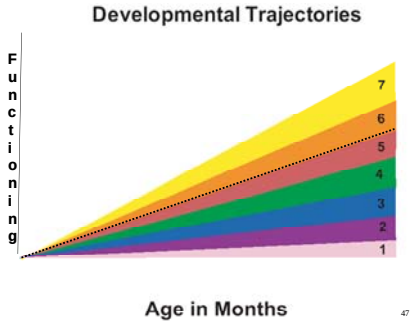
Percent of preschool children with IEPs who demonstrate improved:

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.

These three areas are not based upon discreet developmental domains but focus on integration of developmental areas for functional skills. Functional skills at preschool are not synonymous with functional skills for children with multiple disabilities. At preschool, functional skills describe how a child functions in the environment, interacts with others and applies new learning.

II. **The measurement tool used is the Early Childhood Outcomes Summary Form (ECOSF).**

- The ECOSF provides data on child outcomes for accountability and program improvement.
- No assessment instrument directly assesses the three outcomes required for federal reporting.
- Different programs are using different assessment instruments, and outcome data needs to be aggregated across programs.
- 65% of all states and territories are using the ECOSF for reporting this indicator.
- The ECOSF is not an assessment tool and it is not connected to eligibility determinations.
- The ECOSF is a team decision-making process that uses information from multiple sources including assessment tools to get a global sense of how the child is doing at one point in time.
- Based upon multiple sources of information and a team of professionals with the parent, a child receives a rating of 1 to 7. If a child acquires any new skills the question of progress is answered "yes." The ratings of 1 to 7 are based upon developmental trajectories (that in real life are not as clean cut as indicated by the following diagram). A child rated 6 or 7 is functioning comparable to same aged peers. A child rated 1 to 3 exhibits behaviors of a younger child or immediate foundational skills.




- Children can show two kinds of growth or progress:
  - Acquisition of new skills
    - Which almost all children do over time
  - Change in rate of growth or developmental trajectory
    - The goal of intervention for many children is to change their developmental trajectory so they are functioning like or closer to same aged peers.

**III. The ratings from the ECOSF are used to report the number and percent of children in five progress categories.**

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

**IV. Using the data from the progress categories, two summary statements tell the story of program effectiveness and closing the achievement gap. Two summary statements are required for each of the three outcome areas.**

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 1:**
Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 2:** Percent = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

**V. Considerations for establishing targets.**

a. **Summary statements are based upon ECOSF scores at entry into and exit from the program.**
b. **The 2007-2008 school year was the first year of ECOSF data collection.**
c. **Any data errors made for entry scores in the 2007-2008 school year will impact the outcomes measurement through the APR due in Feb 2011.**

d. **The APR due in Feb. 2011 will mark the beginning of trend data that will reflect six months to three years of service. (Six months is the minimum amount of service to be included in the report.)**

| SPP/APR | | SPP Feb 2010 | APR Feb 2011 | APR Feb 2012 | APR Feb 2013 | APR Feb 2014 |
|---|---|---|---|---|---|---|
| | | Establish Baseline and Targets for 2 years (2011 & 2012) | Establish 2 additional years of targets | | | |
| School Year Data | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| ECOSF | First year of data collection | | Final year of exit data dependent upon the first year of data collection | | | |
| Amount of service from entry to exit measured | 6 months to 1 year of service | 6 months to 2 years of service | **6 months to 3 years of service** | **6 months to 3 years of service** | **6 months to 3 years of service** | **6 months to 3 years of service** |
| Data covering these school years | | 2007-2009 | 2007-2010 | 2008-2011 | 2009-2012 | 2010-2013 |
| Number of children with valid entry and exit scores | 1,322 | 3,221 | 5,889 | | | |

**VI. I t is recommended that targets for two more years will not differ dramatically from the current year's targets The rationale for this recommendation is listed under section V/Recommendations.**

Given that there is only one year of data with entry-to-exit scores encompassing six months to three years of service, targets remain unchanged or only slightly increased until such time that there is sufficient trend data encompassing the same amount of service.

| Indicator | 2008-2009 Baseline | 2009-2010 Target | 2009-2010 Actual | 2010-2011 Target | *2011-2012 Target* | *2012-2013 Target* |
|---|---|---|---|---|---|---|
| **7a. Positive social-emotional skills.** | | | | | | |
| Percent of children who increased their ate of growth | **64.7%** | **65%** | **82.3%** | **66%** | ***66%*** | ***67%*** |
| Percent of children functioning within age expectations. | **47.4%** | **48%** | **49.3%** | **49%** | ***49%*** | ***49%*** |
| **7b. Acquisition and use of knowledge and skills.** | | | | | | |
| Percent of children who increased their ate of growth | **65.9%** | **67%** | **82.6%** | **68%** | ***68%*** | ***69%*** |
| Percent of children functioning within age expectations. | **45.7%** | **45%** | **49.2%** | **47%** | ***47%*** | ***47%*** |
| **7c. Appropriate behaviors to meet needs.** | | | | | | |
| Percent of children who increased their ate of growth | **66.9%** | **65%** | **83.8%** | **67%** | ***67%*** | ***68%*** |
| Percent of children functioning within age expectations. | **59.2%** | **58%** | **60.5%** | **60%** | ***60%*** | ***60%*** |

Note: the first target could be lower than baseline; the second year had to meet or exceed baseline.