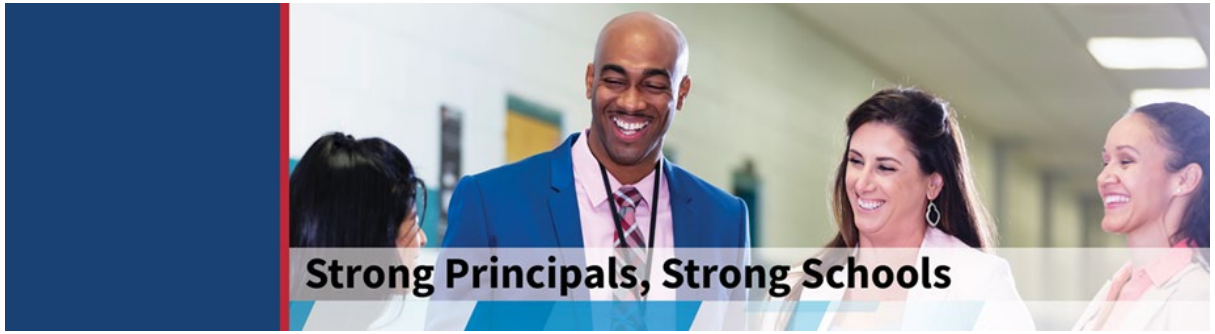
Department of Education & Workforce

Special Education Profile

January 8, 2025



Today's Agenda

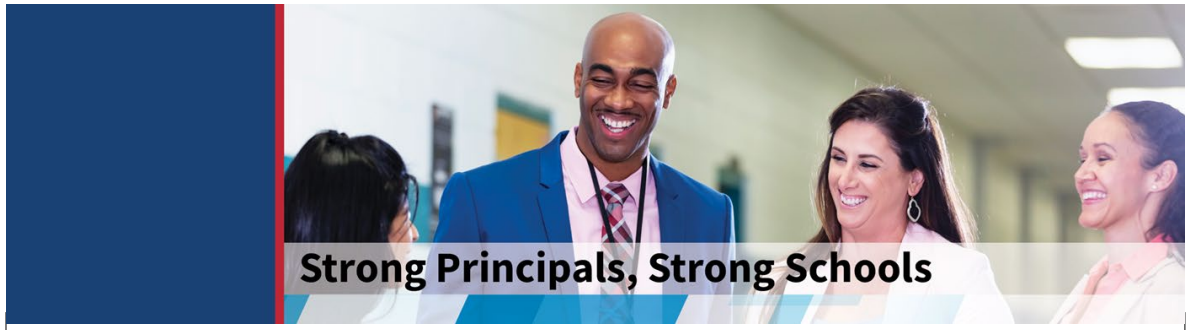
- Welcome & Updates
- Presentation: Lindsay Popa and Jessica Lauric, Office of Accountability, and Jo Hannah Ward, Office for Exceptional Children
- Q & A
- Next Chat – February 12, 2025

Ohio Department of Education & Workforce

Leadership Supports Webpage

- Administrative Calendar
- Resources

- Schooladmin@education.ohio.gov



The Ohio Department of Education is committed to the support of all educators, and Principals and Assistant Principals in particular. A recent report on principal impact from the Wallace Foundation states, **"Principals really matter. Indeed, it is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership."**

Administrative Calendar

Educator Licenses

Professional Development

Associations

Higher Education

Resources

Message from OAESA and OASSA

Now is the time to join your professional organization!

- OAESA Membership
- OASSA Membership

OAESA Events: https://oaesa.org/events/

OASSA Events: https://oassa.org/conferences/

New Professional Learning from OLAC

SCAN ME

2025 Showcase for
AcceleratED Leadership & Learning
January 28, 2025
REGISTER NOW
Ohio Leadership
Advisory Council
Ohio
Department of
Education &
Workforce

SCAN ME

OHIO STANDARDS FOR PRINCIPALS | 2018

Leadership	**Standard 1: Mission, Vision and Core Values**	The effective educational leader develops, advocates and enacts a shared mission, vision and core values.
	Standard 2: Ethics and Professional Norms	The effective educational leader acts ethically and according to professional norms.
	Standard 3: School Improvement	The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve teaching and learning conditions and outcomes.
Learning	**Standard 4: Curriculum, Instruction and Assessment**	The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to effective teachers, leaders and learning supports.
	Standard 5: Professional Capacity of School Personnel	The effective educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.
Culture	**Standard 6: Equity and Cultural Responsiveness**	The effective educational leader models, supports and cultivates a school culture characterized by equity and inclusiveness.
	Standard 7: Community of Care and Support	The effective educational leader develops and sustains positive partnerships with and among students, staff and stakeholders to create a safe and caring school environment.
	Standard 8: Meaningful Engagement of Families and Community	The effective educational leader develops and sustains partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community.
Management	**Standard 9: Strategic Staffing**	The effective educational leader is integral to the recruitment, hiring and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.
	Standard 10: School Operations	The effective educational leader develops and implements structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.

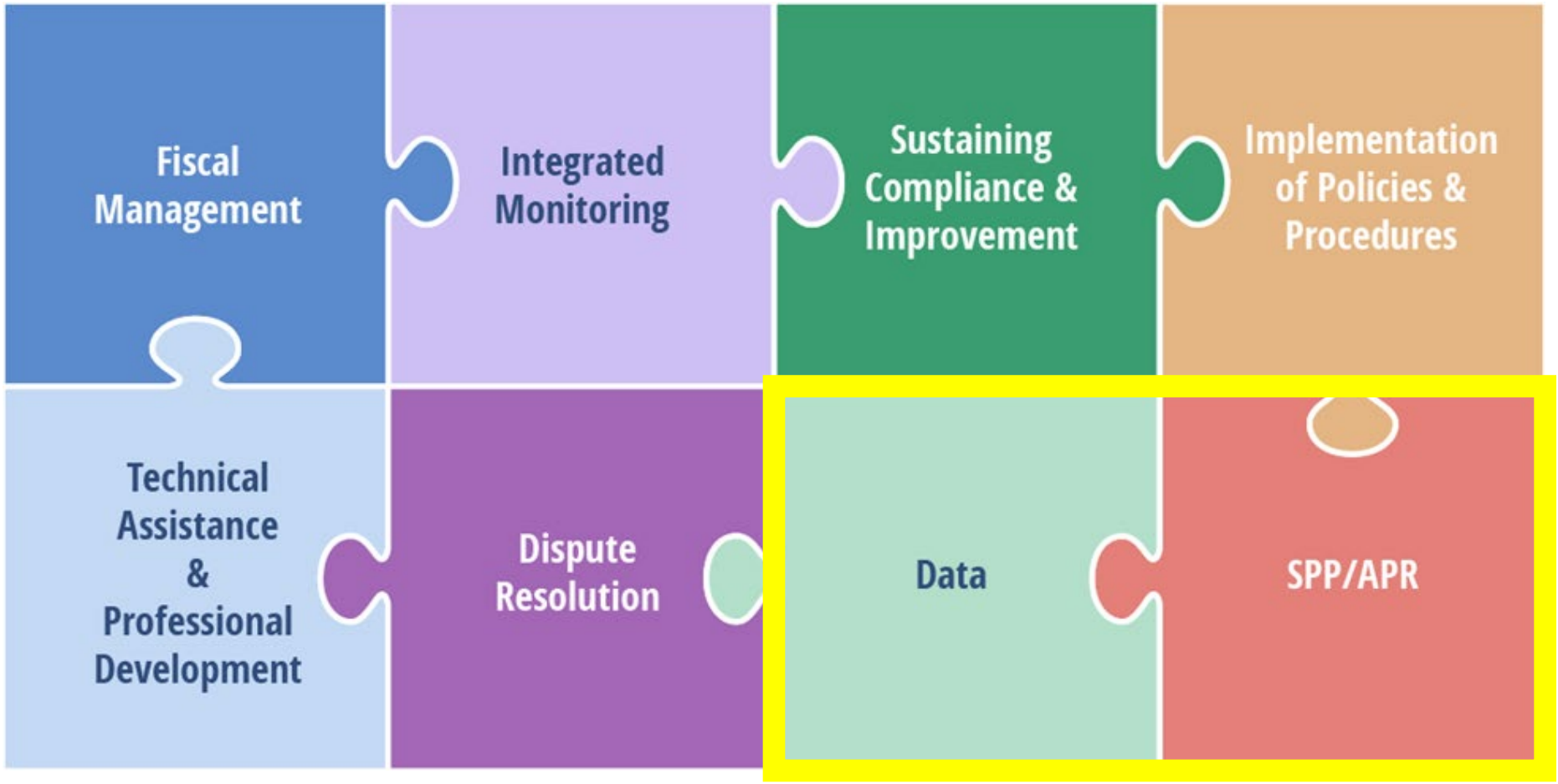
What is New to the 2024-2025 Special Education Profile?

IDEA Data Team

Office of Accountability

Department of Education & Workforce

Components of General Supervision



Special Education Profile Indicators

Essential Question	Relevant Measures
Are young children with disabilities entering kindergarten ready to learn?	• Indicator 6: Preschool Educational Environments • Indicator 7: Preschool Outcomes • Indicator 12: Early Childhood Transition
Are children with disabilities achieving at high levels?	• Alternate Assessment Participation • Indicator 3: Assessment Participation and Performance
To what extent do students with disabilities have access to the general education environment?	• Indicator 4: Suspension/Expulsion • Indicator 5: School-age Educational Environments
Are youth with disabilities prepared for life, work, and postsecondary education?	• Indicator 1: Graduation Rate • Indicator 2: Dropout Rate • Indicator 13: Secondary Transition • Indicator 14: Postsecondary Outcomes
Does the district implement IDEA to improve services and results for children with disabilities?	• Indicator 8: Facilitated Parent Involvement • Indicator 11: Initial Evaluation Timelines • Indicator 18: General Supervision (Timely Correction of Noncompliance)
Are children receiving equitable services and supports?	• Indicators 9 & 10: Disproportionate Representation • Significant Disproportionality in Identification • Significant Disproportionality in Placement • Significant Disproportionality in Discipline

Special Education Profile Indicators: Phase 1

January 2025

Essential Question	Relevant Measures
Are young children with disabilities entering kindergarten ready to learn?	• Indicator 6: Preschool Educational Environments • Indicator 7: Preschool Outcomes • Indicator 12: Early Childhood Transition
Are children with disabilities achieving at high levels?	• Alternate Assessment Participation • Indicator 3: Assessment Participation and Performance
To what extent do students with disabilities have access to the general education environment?	• Indicator 4: Suspension/Expulsion • Indicator 5: School-age Educational Environments
Are youth with disabilities prepared for life, work, and postsecondary education?	• Indicator 1: Graduation Rate • Indicator 2: Dropout Rate • Indicator 13: Secondary Transition • Indicator 14: Postsecondary Outcomes
Does the district implement IDEA to improve services and results for children with disabilities?	• Indicator 8: Facilitated Parent Involvement • Indicator 11: Initial Evaluation Timelines • Indicator 18: General Supervision (Timely Correction of Noncompliance)
Are children receiving equitable services and supports?	• Indicators 9 & 10: Disproportionate Representation • Significant Disproportionality in Identification • Significant Disproportionality in Placement • Significant Disproportionality in Discipline

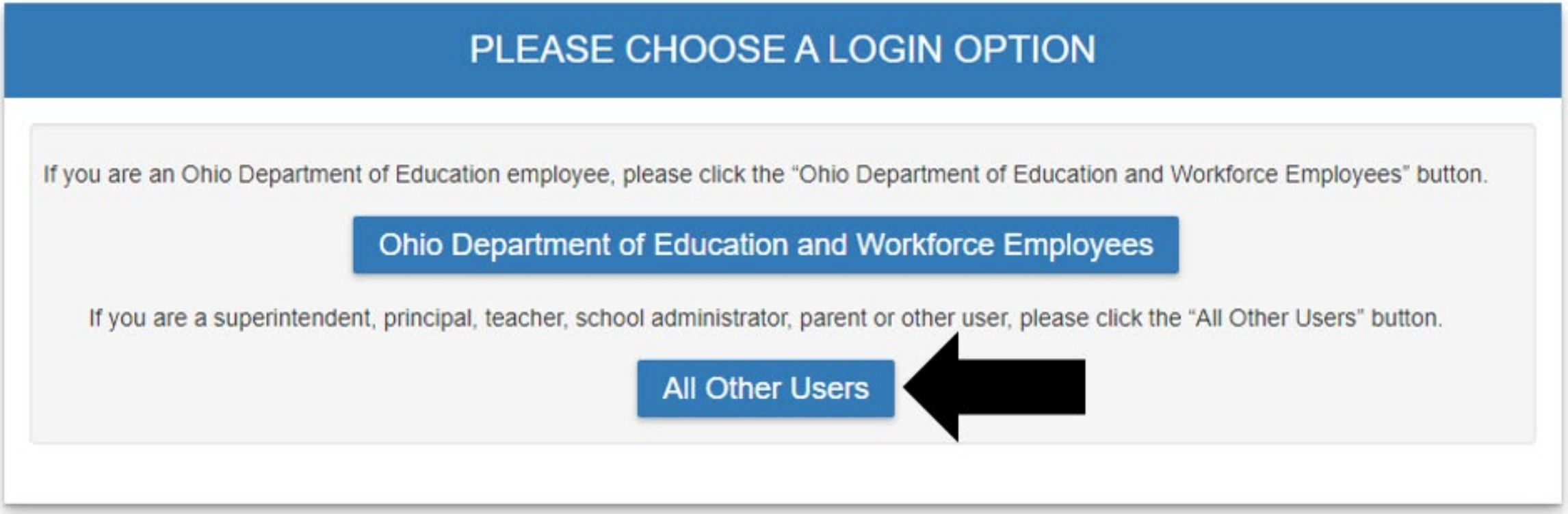
Special Education Profile Indicators: Phase 2

May 2025

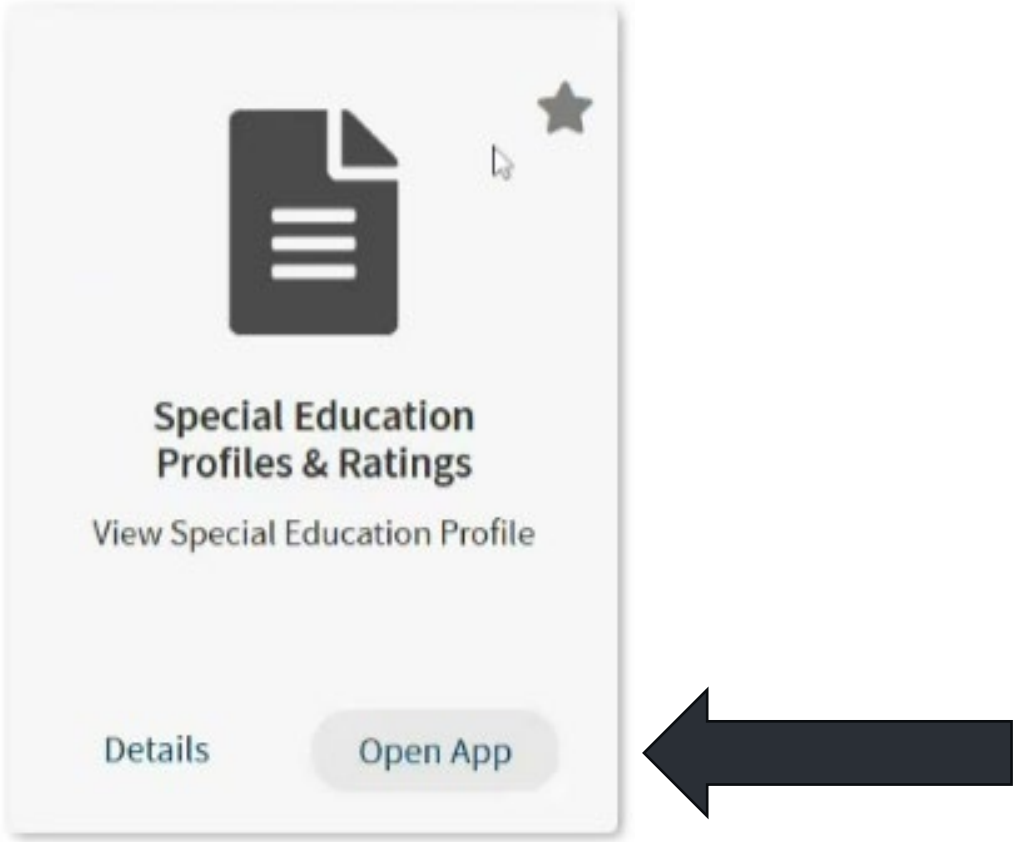
Essential Question	Relevant Measures
Are young children with disabilities entering kindergarten ready to learn?	• Indicator 6: Preschool Educational Environments • Indicator 7: Preschool Outcomes • Indicator 12: Early Childhood Transition
Are children with disabilities achieving at high levels?	• Alternate Assessment Participation • Indicator 3: Assessment Participation and Performance
To what extent do students with disabilities have access to the general education environment?	• Indicator 4: Suspension/Expulsion • Indicator 5: School-age Educational Environments
Are youth with disabilities prepared for life, work, and postsecondary education?	• Indicator 1: Graduation Rate • Indicator 2: Dropout Rate • Indicator 13: Secondary Transition • Indicator 14: Postsecondary Outcomes
Does the district implement IDEA to improve services and results for children with disabilities?	• Indicator 8: Facilitated Parent Involvement • Indicator 11: Initial Evaluation Timelines • Indicator 18: General Supervision (Timely Correction of Noncompliance)
Are children receiving equitable services and supports?	• Indicators 9 & 10: Disproportionate Representation • Significant Disproportionality in Identification • Significant Disproportionality in Placement • Significant Disproportionality in Discipline

HOW TO ACCESS THE PROFILE (FOR DISTRICTS AND COMMUNITY SCHOOLS)

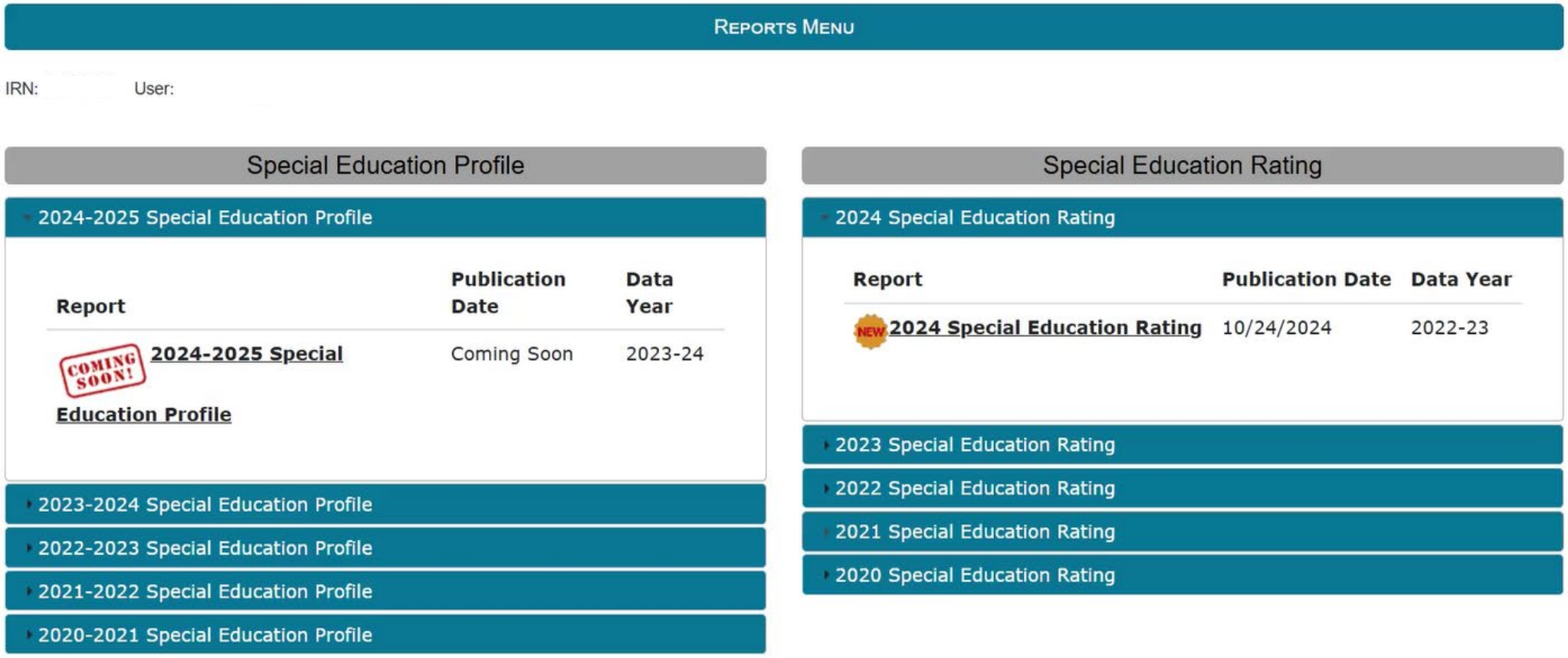
- Log into OH|ID



OPEN SPECIAL EDUCATION PROFILES & RATINGS APPLICATION



CHOOSE 2024-2025 SPECIAL EDUCATION PROFILE



What's New to the 2024-2025 Special Education Profile?

- Updated Measurements
  - Indicator 1 (Graduation) and Indicator 2 (Dropout)
  - Indicator 4 (Significant Discipline Discrepancy)
  - Indicators 9 & 10 (Disproportionate Representation)
  - Indicator 11 (Timely Initial Evaluations)
- New Measures
  - Alternate Assessment Participation – Science
  - Indicator 18: General Supervision (Timely Correction of Noncompliance)
- New status alerts for equity measures

Updated Measurements

Indicators 1 and 2

- Indicator 1 measures graduation rate of students with disabilities, ages 14-21.
- Indicator 2 measures dropout rate of students with disabilities of that same age range.
- Both indicators use the same denominator being the number of students with disabilities, ages 14-21, who were in special education at the start of the reporting period and who exited special education by the end of the reporting period.
- Any change to one of these indicators will impact the other.

Indicator 1 and 2 Calculations

Students with disabilities, ages 14-21, who were in special education at the start of the reporting period and who exited special education by the end of the reporting period by **graduating with a regular high school diploma**

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Students with disabilities, ages 14-21, who were in special education at the start of the reporting period and who exited special education by the end of the reporting period

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Graduation Rate (Indicator 1)

Students with disabilities, ages 14-21, who were in special education at the start of the reporting period and who exited special education by the end of the reporting period by **dropping out**

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Students with disabilities, ages 14-21, who were in special education at the start of the reporting period and who exited special education by the end of the reporting period

=

Dropout Rate (Indicator 2)

Indicator 2 (Dropout)

- The upcoming profile will consider subsequent events that occur within the reporting period
- Reporting period for the 2022-2023 school year: July 1, 2022-June 30, 2023
  - Students who exited **and** reenrolled *within* the reporting period **WILL NOT** count as dropouts.
  - Students who exited **and** reenrolled *after* the reporting period **WILL** count as dropouts.

School Years	Students who Count as Dropouts
2021-2022 and prior years	Students with disabilities with a relevant withdrawal event during the reporting period ***regardless of subsequent reenrollment***
2022-2023 and beyond	Students with disabilities who exited ***and*** did not reenroll within the reporting period

Updated Targets for Indicators 1 and 2

Indicator	2023-2024 Baseline/Target	2024-2025 Target	2025-2026 Target
Data Year	*2022-2023*	*2023-2024*	*2024-2025*
Graduation Rate (Indicator 1)	≥66.61%	≥68.00%	≥70.00%
Dropout Rate (Indicator 2)	≤18.36%	≤18.00%	≤17.75%

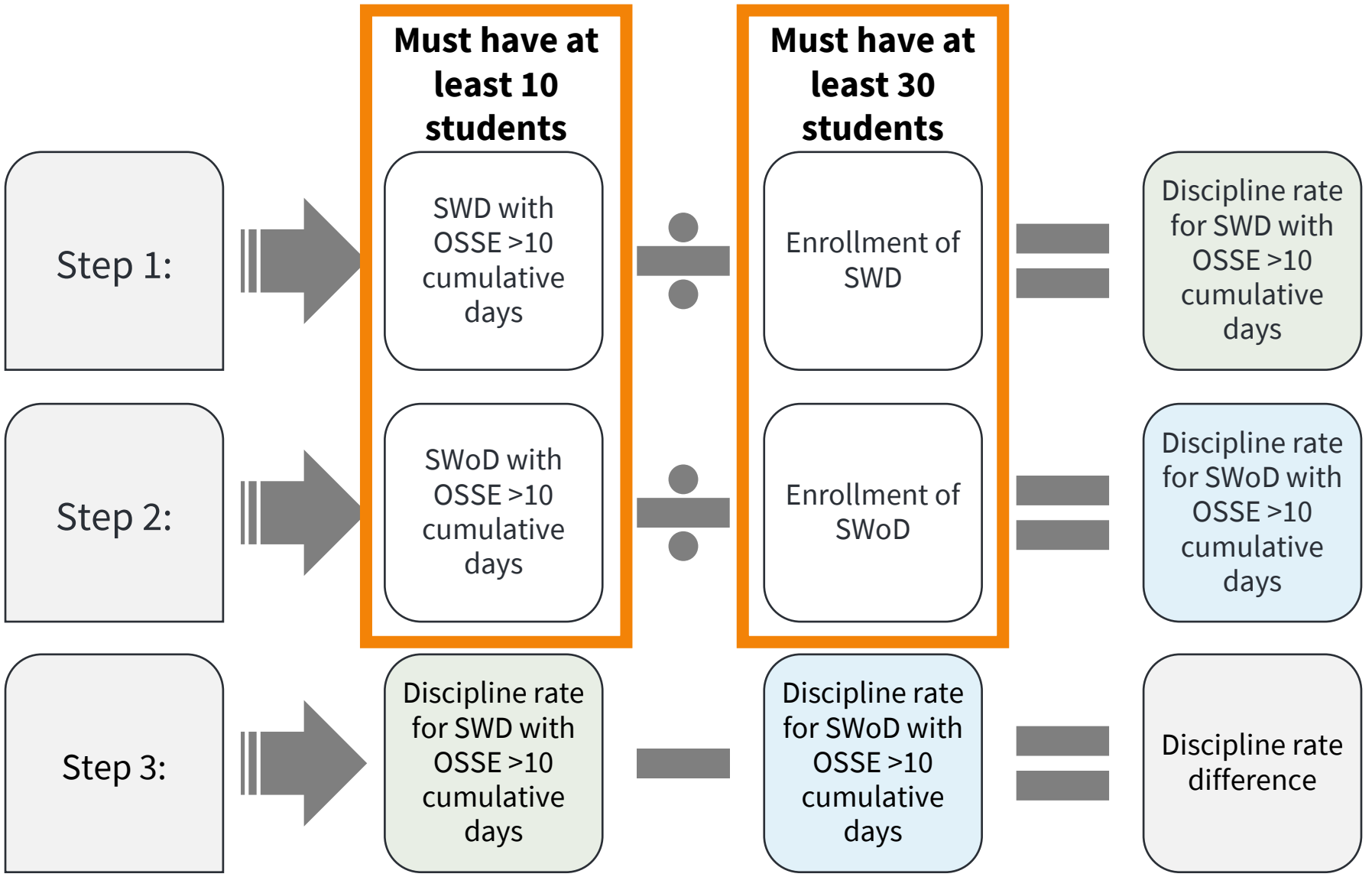
- Stakeholder engagement occurred in August with an initial public comment period, three stakeholder sessions, a final public comment period, and an open office hours to give ample opportunities for broad stakeholder engagement.
- See Ohio's Special Education Methodology Updates & Target Setting webpage for more information on how targets were determined.

Indicator 4: Significant Discipline Discrepancy

- Indicator 4a measures the difference in long-term exclusionary discipline rates between students with disabilities and students without disabilities within the same district or community school.
- Indicator 4b measures whether students with disabilities of a racial/ethnic group are being disciplined at a higher rate than their peers without disabilities.
- For both indicators, fewer than three percent of districts and community schools have been included in the analysis.
- At the direction of Department's technical assistance provider, IDEA Data Center, the minimum cell size (10) and n-size (30) was eliminated to allow for all districts and community schools to be included.
- The Department anticipates more findings related to indicator 4a and 4b.

Stakeholder Engagement	Updated Methodology
Fall 2024	Three years of data to two years of data

Indicator 4a Prior Methodology



Prior Methodology:

Minimum Cell of 10 and N-Size of 30

Three Years of Data

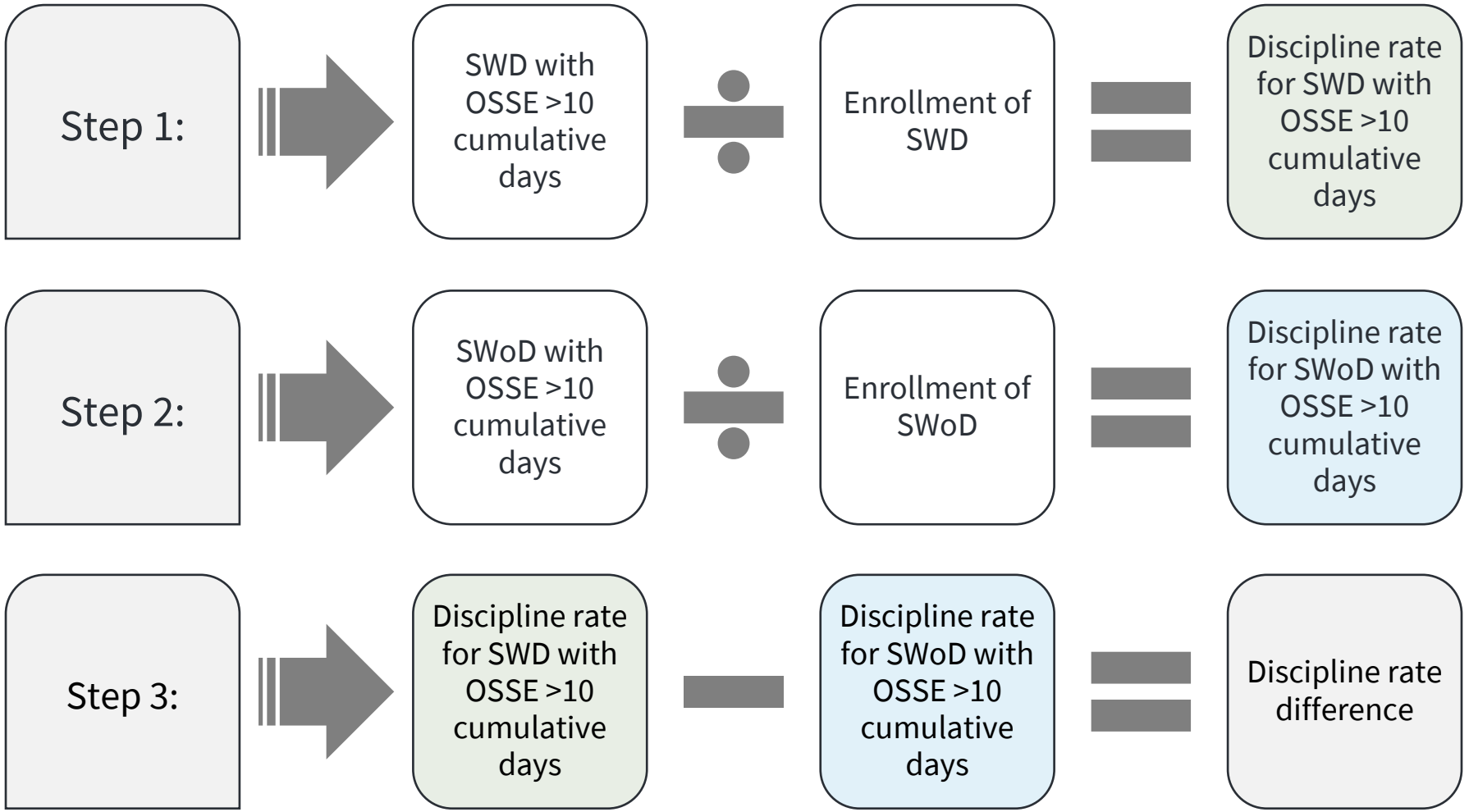
Key:

SWD: Students with Disabilities

SWoD: Students without Disabilities

OSSE: Out-of-School Suspensions and Expulsions

Indicator 4a New Methodology



New Methodology:

No Minimum Cell or N-Size

Two Years of Data

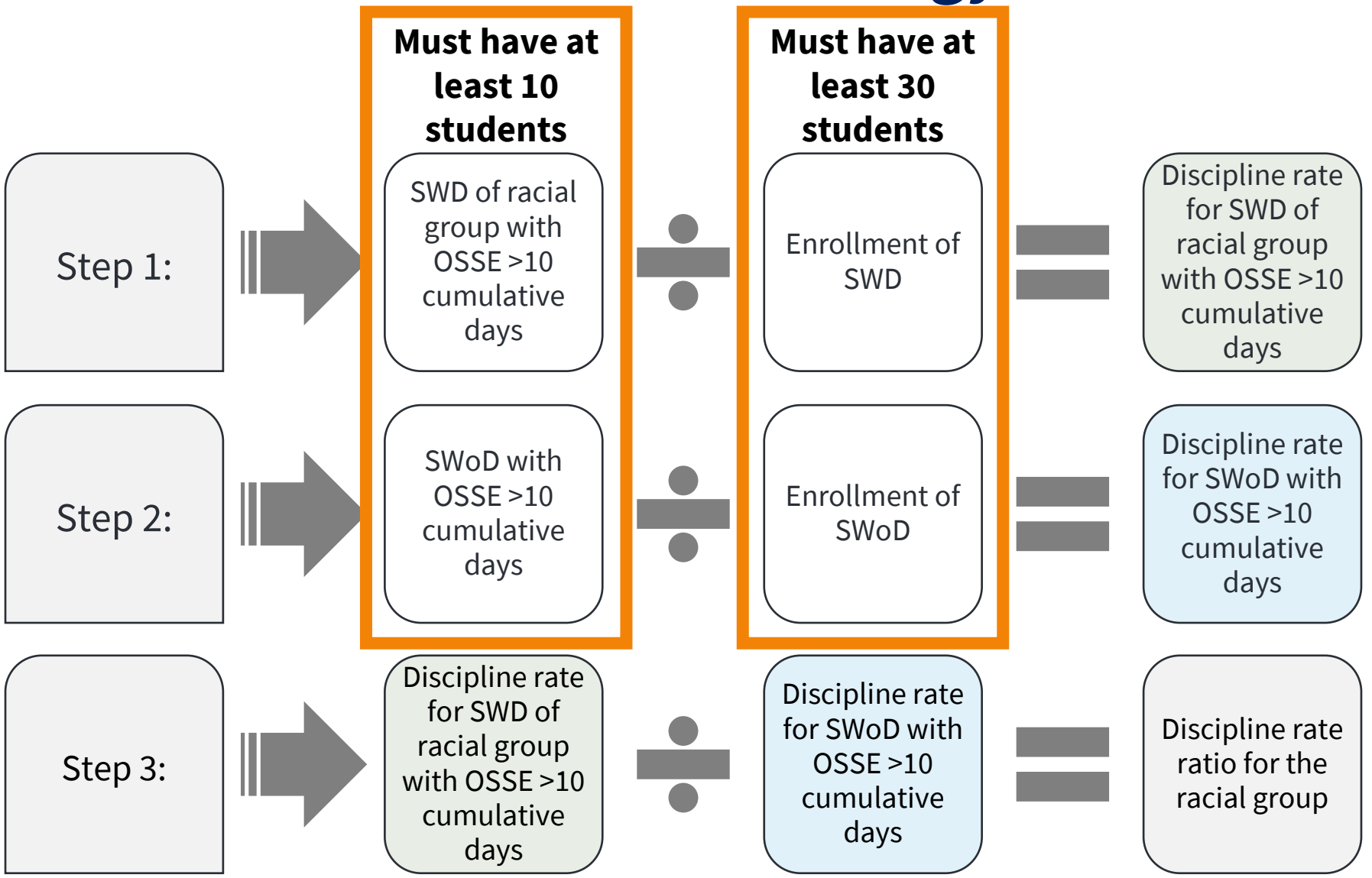
Key:

SWD: Students with Disabilities

SWoD: Students without Disabilities

OSSE: Out-of-School Suspensions and Expulsions

Indicator 4b Prior Methodology



Prior Methodology:

Minimum Cell of 10 and N-Size of 30

Three Years of Data

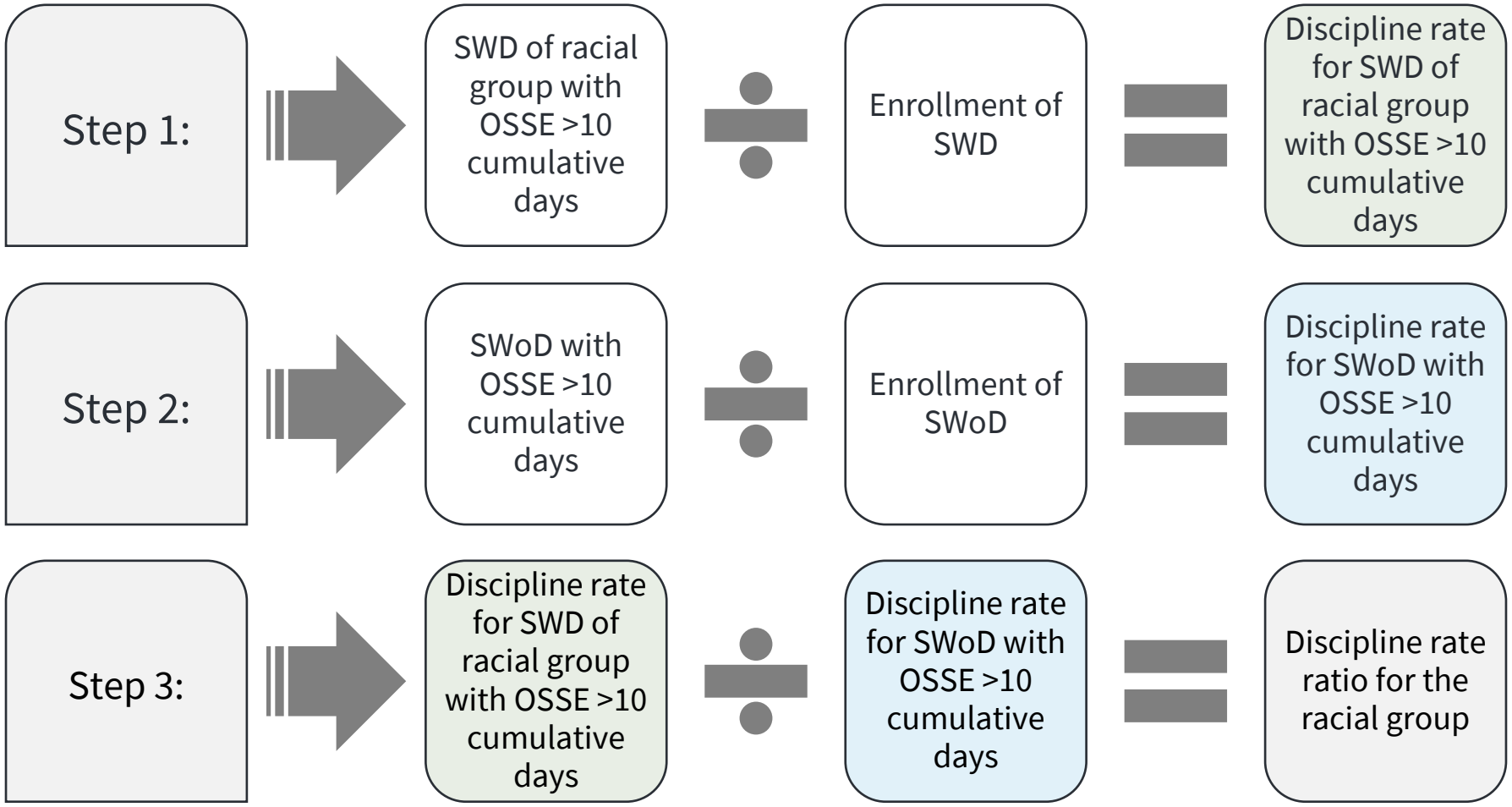
Key:

SWD: Students with Disabilities

SWoD: Students without Disabilities

OSSE: Out-of-School Suspensions and Expulsions

Indicator 4b New Methodology



New Methodology:

No Minimum Cell or N-Size

Two Years of Data

Key:

SWD: Students with Disabilities

SWoD: Students without Disabilities

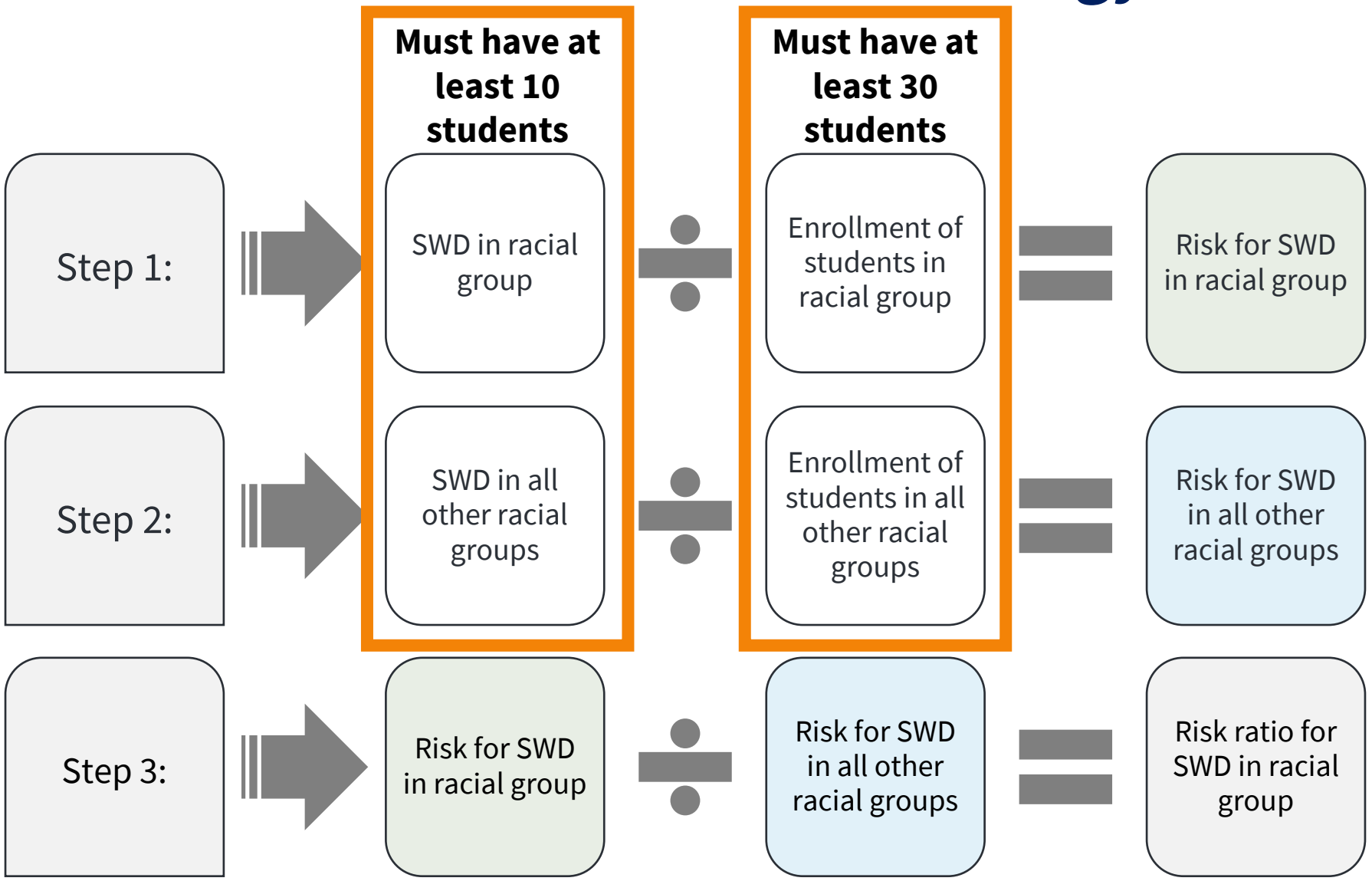
OSSE: Out-of-School Suspensions and Expulsions

Indicators 9 & 10: Disproportionate Representation

- Indicators 9 & 10 measure whether students of a racial/ethnic group are being identified with disabilities at a higher rate than their peers of other races.
- Stakeholders appreciated the option to use these indicators as an early warning system for significant disproportionality.

Stakeholder Engagement	Updated Methodology
January 2024	Removed preschool as federally required
Fall 2024	Three years of data to 2 years of data

Indicators 9 & 10 Prior Methodology



Prior Methodology:

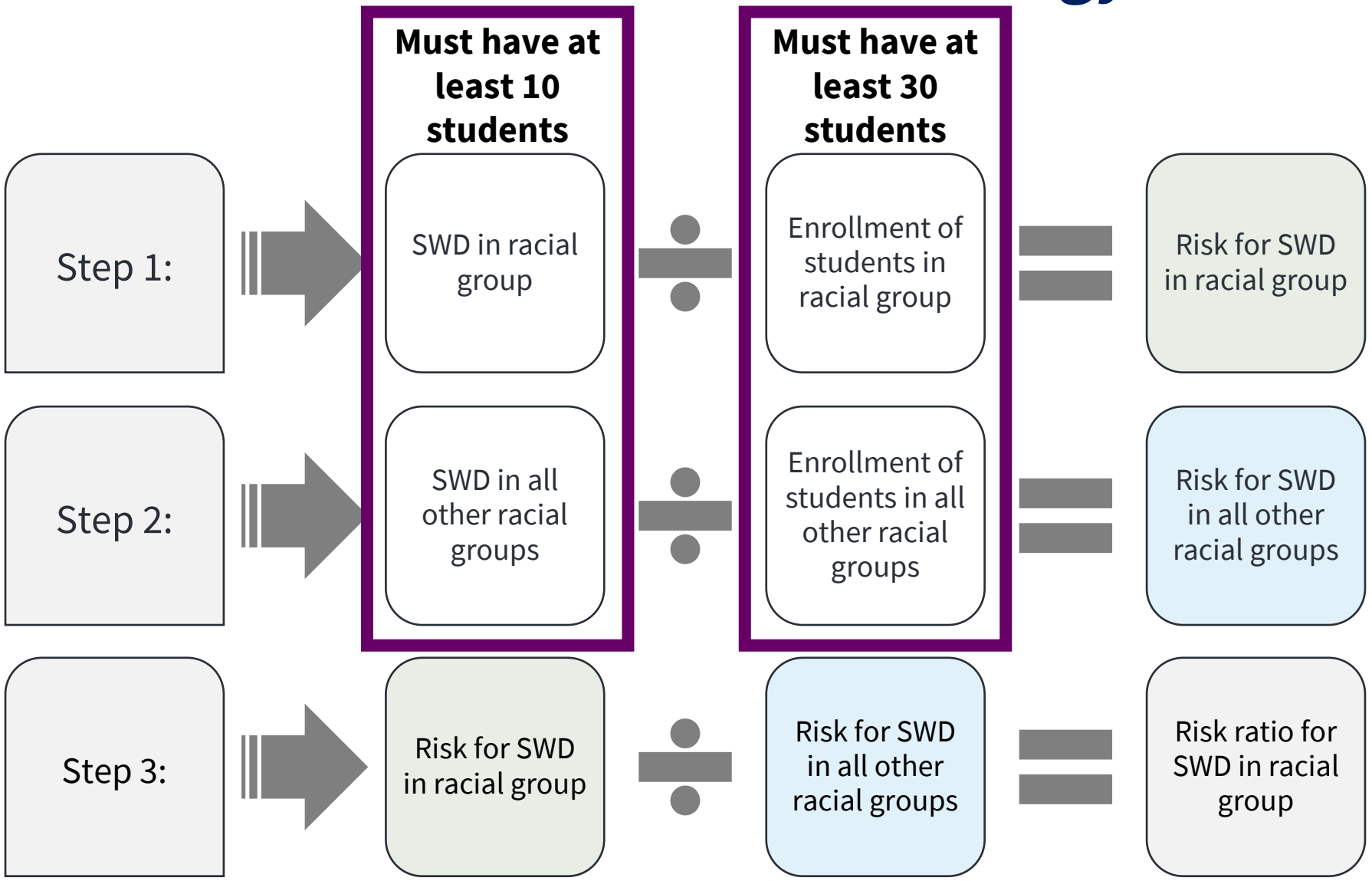
Minimum Cell of 10 and N-Size of 30

Three Years of Data

Key:

SWD: students with disabilities

Indicators 9 & 10 New Methodology



New Methodology:

Minimum Cell of 10 and N-Size of 30

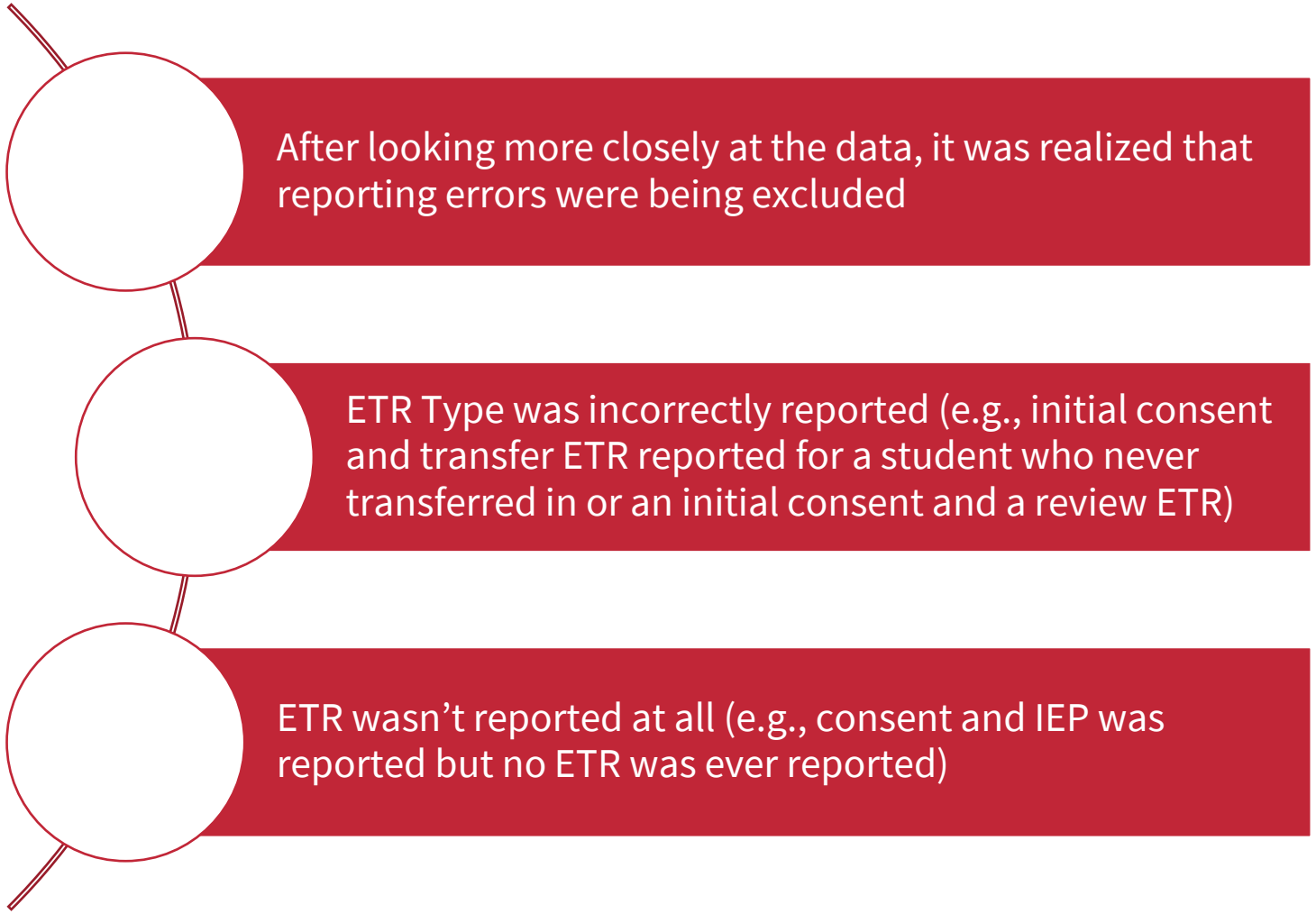
Two Years of Data

Key:

SWD: students with disabilities

Indicator 11: Timely Initial Evaluations

- Indicator 11 measures the percentage of initial evaluations completed within 60 calendar days of receiving parental consent
- In 2022-2023 and prior years, data set only considered those that had consent (CNGI) AND an initial evaluation reported (IETR).
- Expect more Indicator 11 findings with the 2024-2025 Special Education Profile
- Opportunity to submit data appeals for data reporting errors through the profile



Indicator 11: Timely Initial Evaluations

- Based on 2022-2023 school year data, this would have added 119 students to the dataset across 54 districts and community schools

School Years	Students Included in Indicator 11 Dataset
2022-2023 and prior years	Only students with consent (CNGI) ***and*** an initial evaluation (IETR)
2023-2024 and beyond	Students with consent (CNGI) ***with*** an initial evaluation date (IETR) ***or without*** an initial evaluation date (IETR), but with an initial individual education plan (IIEP)

GENERAL ISSUES REPORT FOR DATA VALIDATION

- Utilize ODDEX to review the Special Education Tab to see what was reported
- Ensure appropriate Date Type Element (GE100) is being reported in EMIS correctly and review the General Issues Report 472.

  - **SWD: No initial ETR reported after reported consent**
  - **Flags districts who did not report an initial ETR after parental consent is reported.**

- Ensure appropriate Non-Compliance ID Element (GE130) is being reported in EMIS Correctly and review the General Issues Report 170

  - **IETR > 60 days of Consent IETR must be within 60 days of Parental consent**
  - **Flags districts who have more than 60 days between the CNGI and IETR.**

History | Special Education | Assessments

Return to Summary

Name	SSID	Birthdate

Event Date	Event Type	Outcome	Outcome Dates	Non-Compliance	Secondary Planning	Required Test Type
05/15/2024	RIEP	IE51	05/15/2024 - 05/14/2025	N/A	N/A	STR
05/15/2024	RETR	ET16		N/A	N/A	N/A
05/01/2024	CNST	CNGR		N/A	N/A	N/A
04/20/2024	CNST	CNGI		N/A	N/A	N/A
04/20/2024	RFRL	N/A		N/A	N/A	N/A
05/23/2023	IETR	ET16		N/A	N/A	N/A
05/22/2023	IIEP	IE51	05/22/2023 - 05/21/2024	N/A	N/A	STR
05/17/2023	IETR	ET16		N/A	N/A	N/A
05/17/2023	IIEP	IE51	05/22/2023 - 05/16/2024	N/A	N/A	STR
04/20/2023	CNST	CNGI		N/A	N/A	N/A
04/20/2023	RFRL	N/A		N/A	N/A	N/A

Return to Summary

New Measures

Alternate Assessment Participation – Science

- Currently displays only math and reading participation rates

- Will now also display the science participation rate

Indicator 18: General Supervision

- New to the FFY23 Annual Performance Report due February 2025
- Will replace Indicator 15: Timely Correction of Noncompliance
  - 2024-2025 Special Education Profile Phase 2 in May 2025
  - 2025 Special Education Rating in October 2025
- Indicator 18: 2023-2024 data will cover findings issued during the 2022-2023 school year and due for correction during the 2023-2024 school year

New Status Alerts for Equity Measures

What is a “status alert”?

- A “status alert” alerts the district or community schools of their overall status on each measure. Prior status alerts for equity measures include Not Met, Met, Not Calculated (NC), and Not Rated (NR)

- New status alerts for all categories of significant disproportionality will include At Risk Year 1 and At Risk Year 2

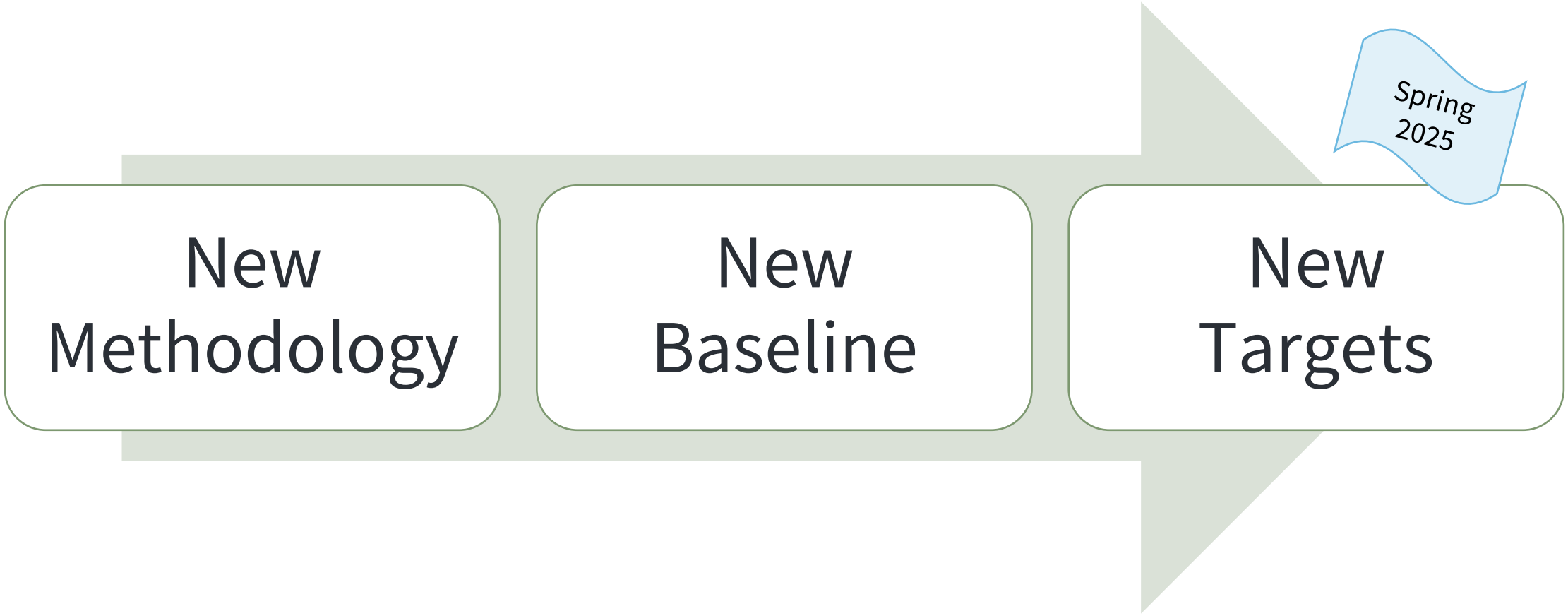
- New status alerts for Indicators 4a and 4b (Significant Discipline Discrepancy) and Indictors 9 and 10 (Disproportionate Representation) will include At Risk Year 1

Upcoming Stakeholder Engagement

Spring 2025

Indicator 4a Target Setting

- Indicator 4a measures the difference in long-term exclusionary discipline rates between students with disabilities and students without disabilities within the same district or community school.



QUESTIONS?

- Profile Questions Contact: oec.profile@education.ohio.gov
- Rating Questions Contact: determinations@education.ohio.gov
- Stakeholder Engagement or Methodology/Target Settings Contact: specialedtargets@education.ohio.gov

NEXT PRINCIPAL CHAT

- Second Wednesday each month at 9:30 – 10:30am

- February 12, 2025 featuring Quality School Improvement Plans

Contact: schooladmin@education.ohio.gov

EXIT SURVEY

Department of Education & Workforce

EDUCATION.OHIO.GOV