



**Department of
Education &
Workforce**

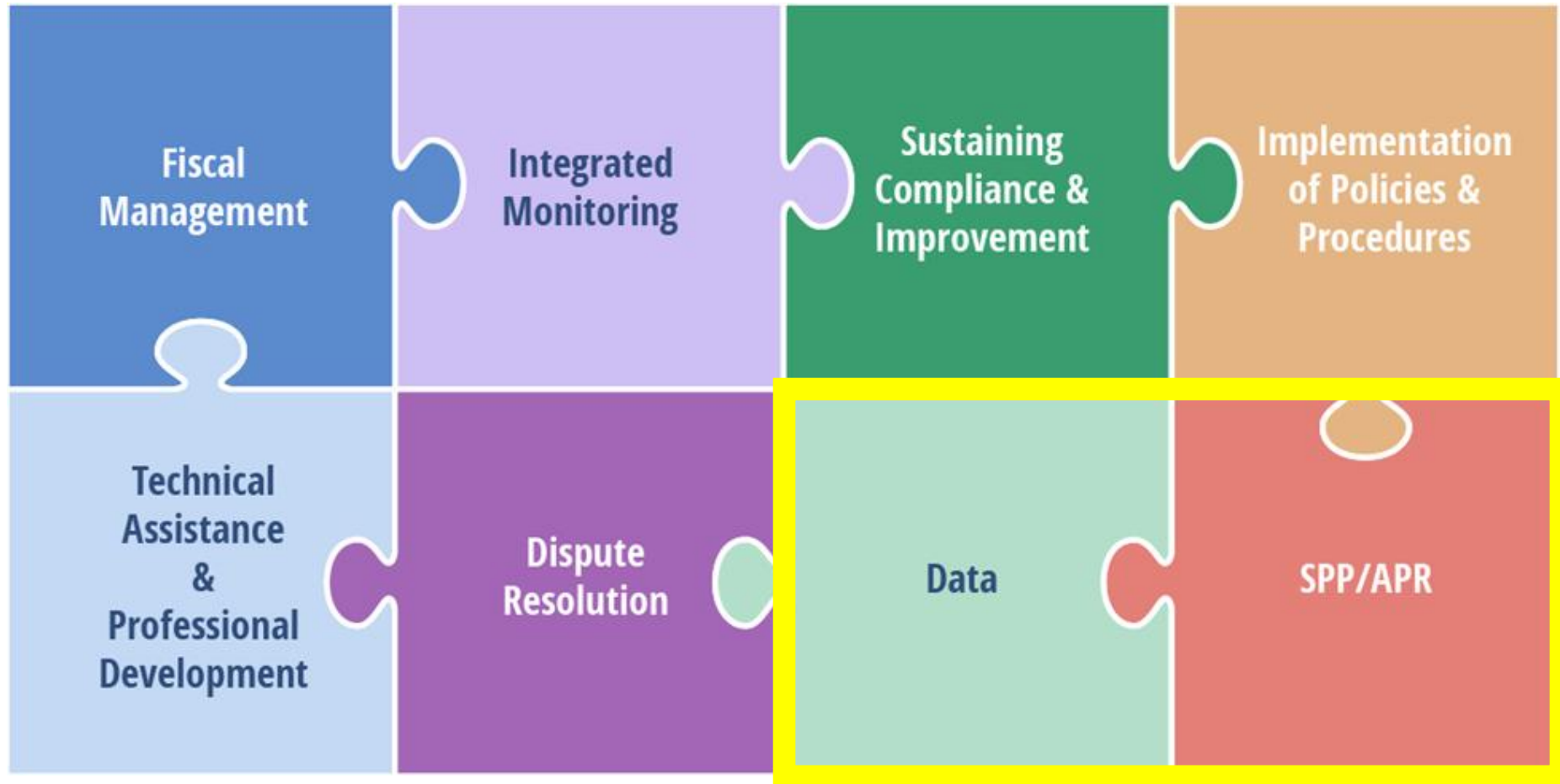
What is New to the 2024-2025 Special Education Profile?

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?	<ul style="list-style-type: none">Indicator 6: Preschool Educational EnvironmentsIndicator 7: Preschool OutcomesIndicator 12: Early Childhood Transition
Are children with disabilities achieving at high levels?	<ul style="list-style-type: none">Alternate Assessment ParticipationIndicator 3: Assessment Participation and Performance
To what extent do students with disabilities have access to the general education environment?	<ul style="list-style-type: none">Indicator 4: Suspension/ExpulsionIndicator 5: School-age Educational Environments
Are youth with disabilities prepared for life, work, and postsecondary education?	<ul style="list-style-type: none">Indicator 1: Graduation RateIndicator 2: Dropout RateIndicator 13: Secondary TransitionIndicator 14: Postsecondary Outcomes
Does the district implement IDEA to improve services and results for children with disabilities?	<ul style="list-style-type: none">Indicator 8: Facilitated Parent InvolvementIndicator 11: Initial Evaluation TimelinesIndicator 18: General Supervision (Timely Correction of Noncompliance)
Are children receiving equitable services and supports?	<ul style="list-style-type: none">Indicators 9 & 10: Disproportionate RepresentationSignificant Disproportionality in IdentificationSignificant Disproportionality in PlacementSignificant 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

PLEASE CHOOSE A LOGIN OPTION

If you are an Ohio Department of Education employee, please click the "Ohio Department of Education and Workforce Employees" button.

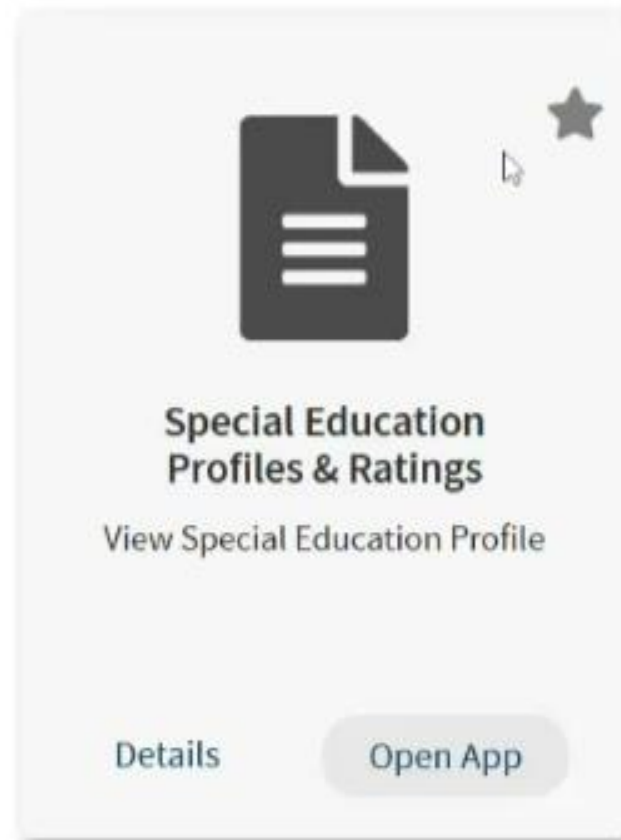
Ohio Department of Education and Workforce Employees

If you are a superintendent, principal, teacher, school administrator, parent or other user, please click the "All Other Users" button.

All Other Users



OPEN SPECIAL EDUCATION PROFILES & RATINGS APPLICATION




CHOOSE 2024-2025 SPECIAL EDUCATION PROFILE

REPORTS MENU

IRN: User:

Special Education Profile

▸ 2024-2025 Special Education Profile

Report	Publication Date	Data Year
 2024-2025 Special Education Profile	Coming Soon	2023-24

▸ 2023-2024 Special Education Profile


▸ 2022-2023 Special Education Profile

▸ 2021-2022 Special Education Profile

▸ 2020-2021 Special Education Profile

Special Education Rating

▸ 2024 Special Education Rating

Report	Publication Date	Data Year
 2024 Special Education Rating	10/24/2024	2022-23

▸ 2023 Special Education Rating

▸ 2022 Special Education Rating

▸ 2021 Special Education Rating

▸ 2020 Special Education Rating



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

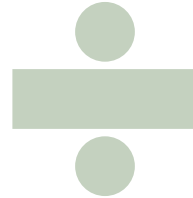
Updated Measurements

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**

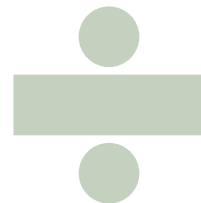


Students with disabilities, ages 14-21, who were in special education at the start of the reporting period and who exited special education by the end of the reporting period



**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**



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 <i>regardless of subsequent reenrollment</i>
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
<i>Data Year</i>	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%

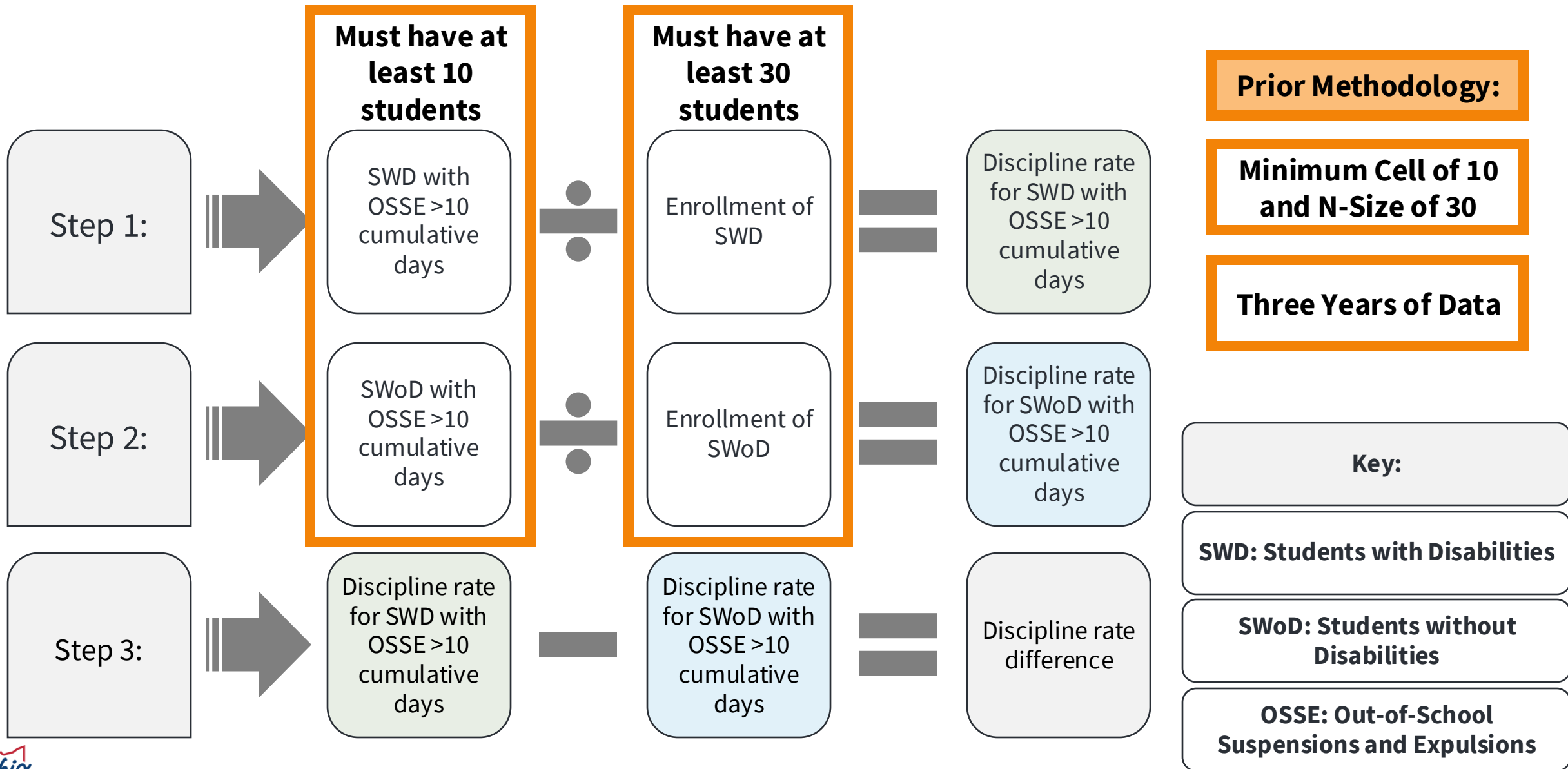
- Stakeholder engagement occurred in August with an initial public comment period, three stakeholder sessions, a final public comment period, and an open office hours to give ample opportunities for broad stakeholder engagement.
- See Ohio's [Special Education Methodology Updates & Target Setting webpage](#)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

Indicator 4: Significant Discipline Discrepancy

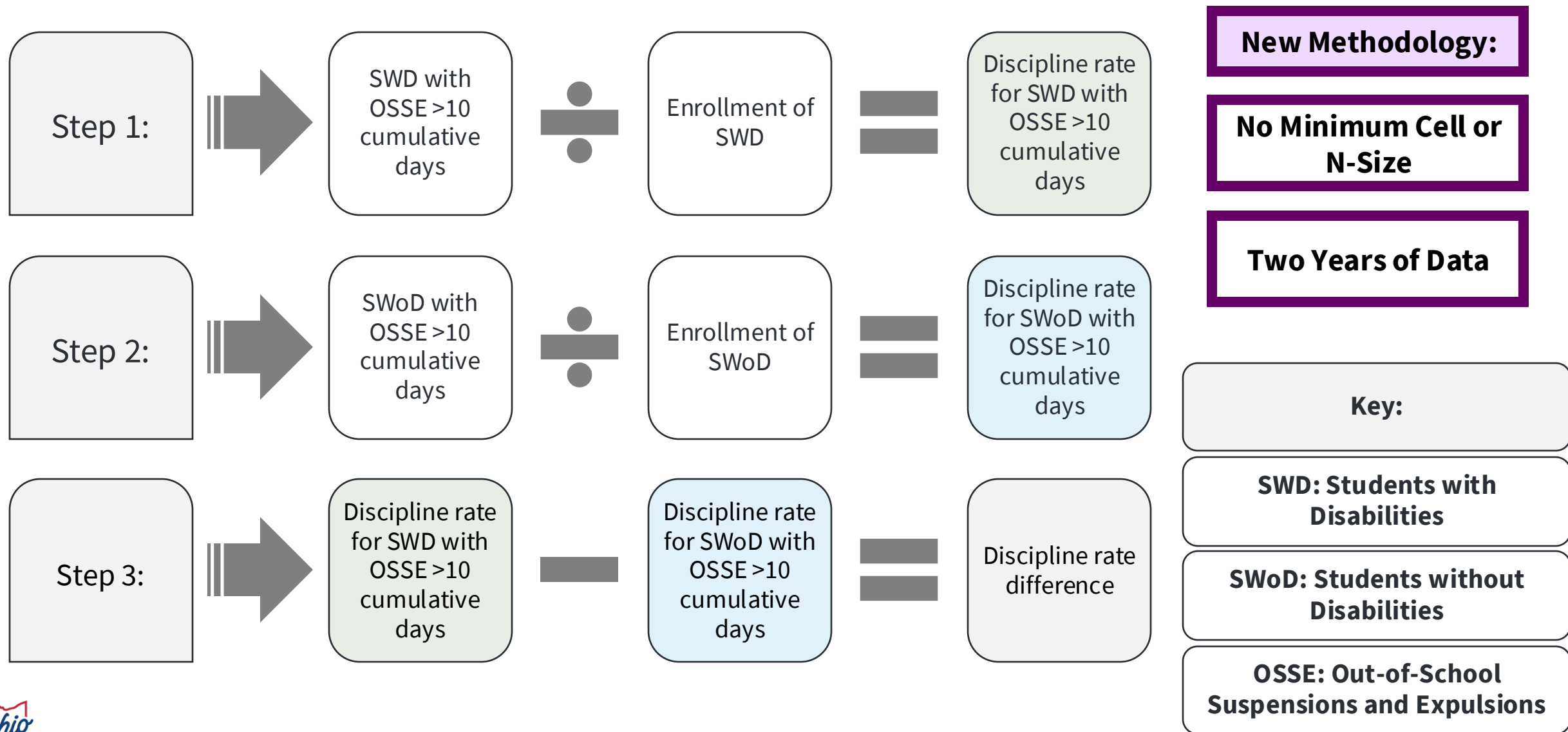
- Indicator 4a measures the difference in long-term exclusionary discipline rates between students with disabilities and students without disabilities within the same district or community school.
- Indicator 4b measures whether students with disabilities of a racial/ethnic group are being disciplined 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

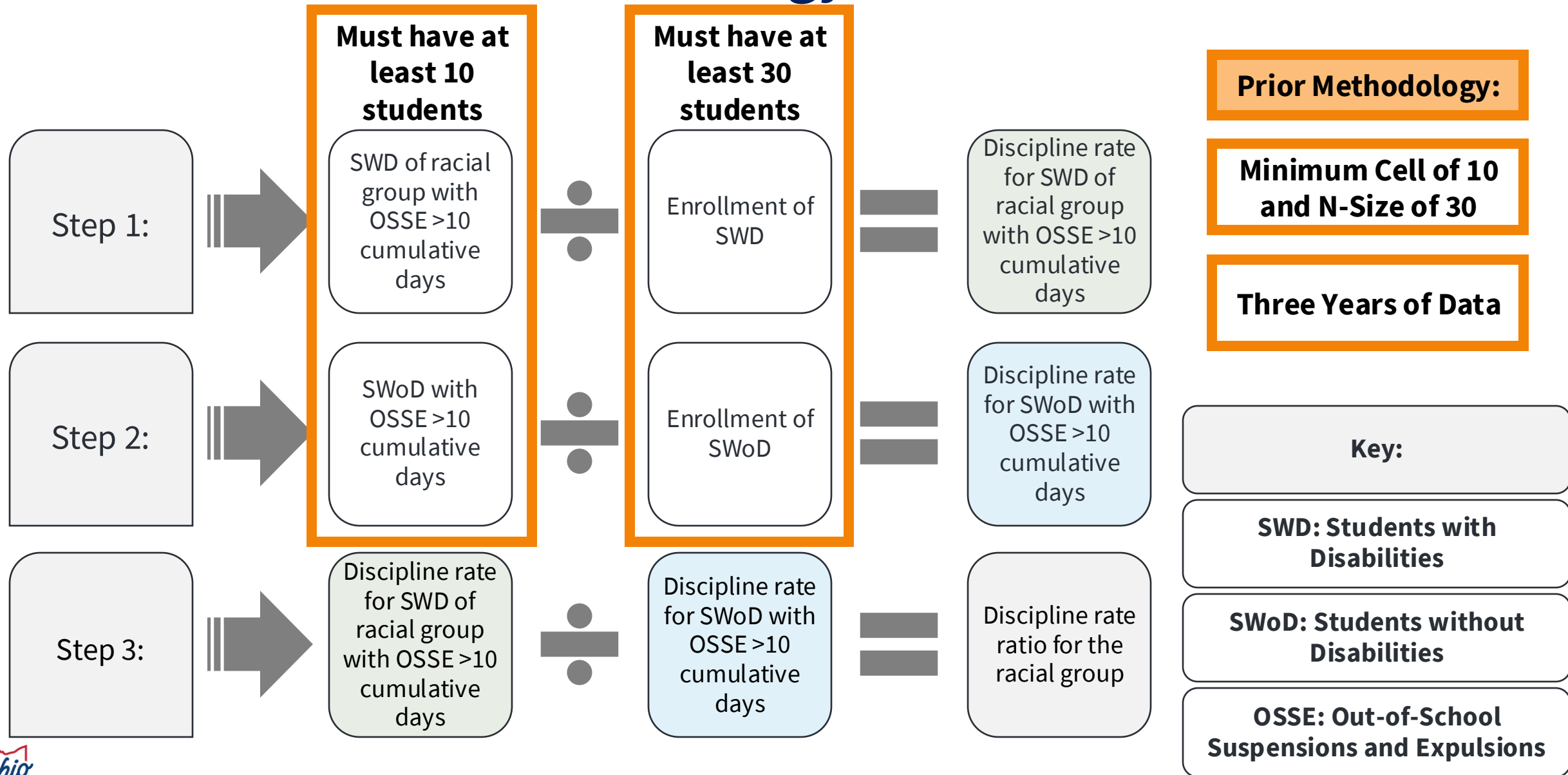
Indicator 4a Prior Methodology



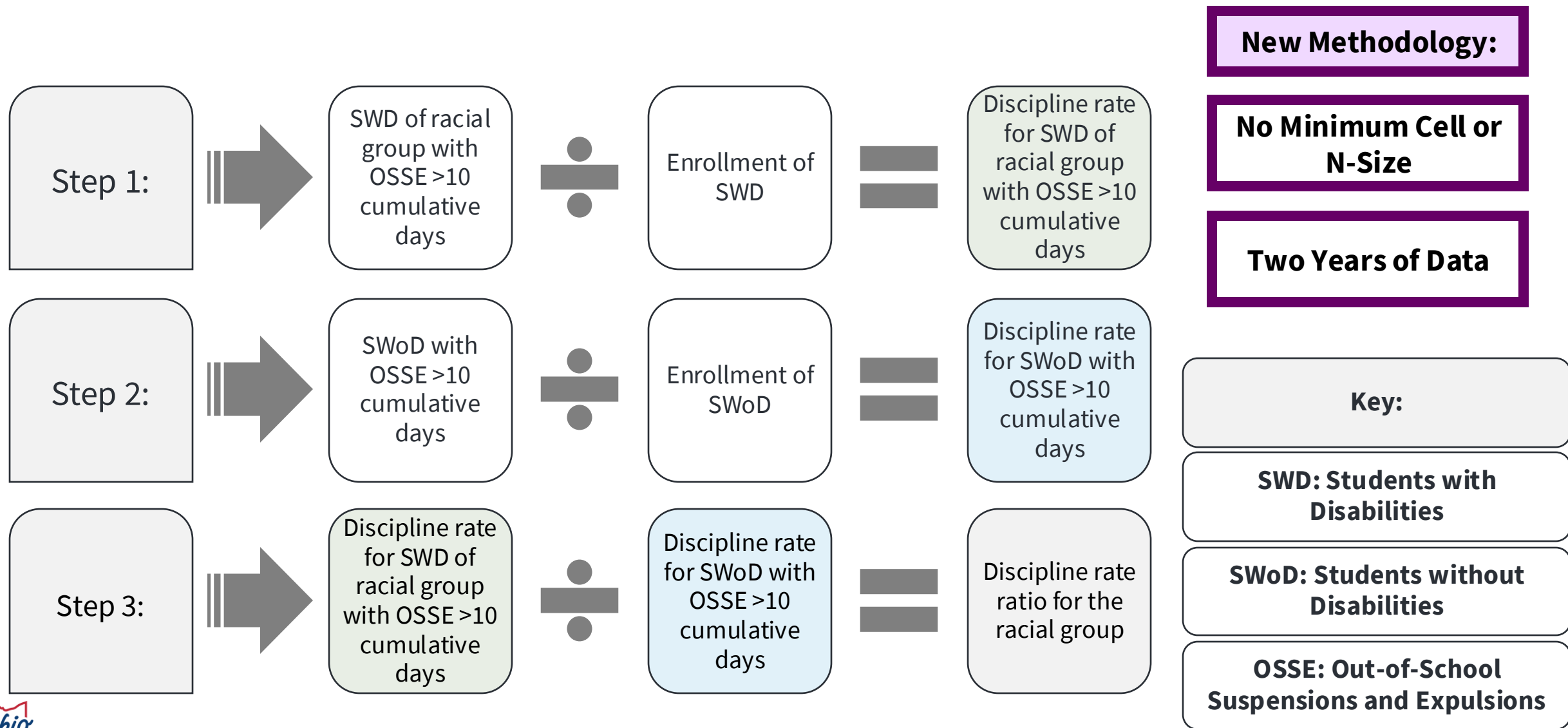
Indicator 4a New Methodology



Indicator 4b Prior Methodology



Indicator 4b New Methodology

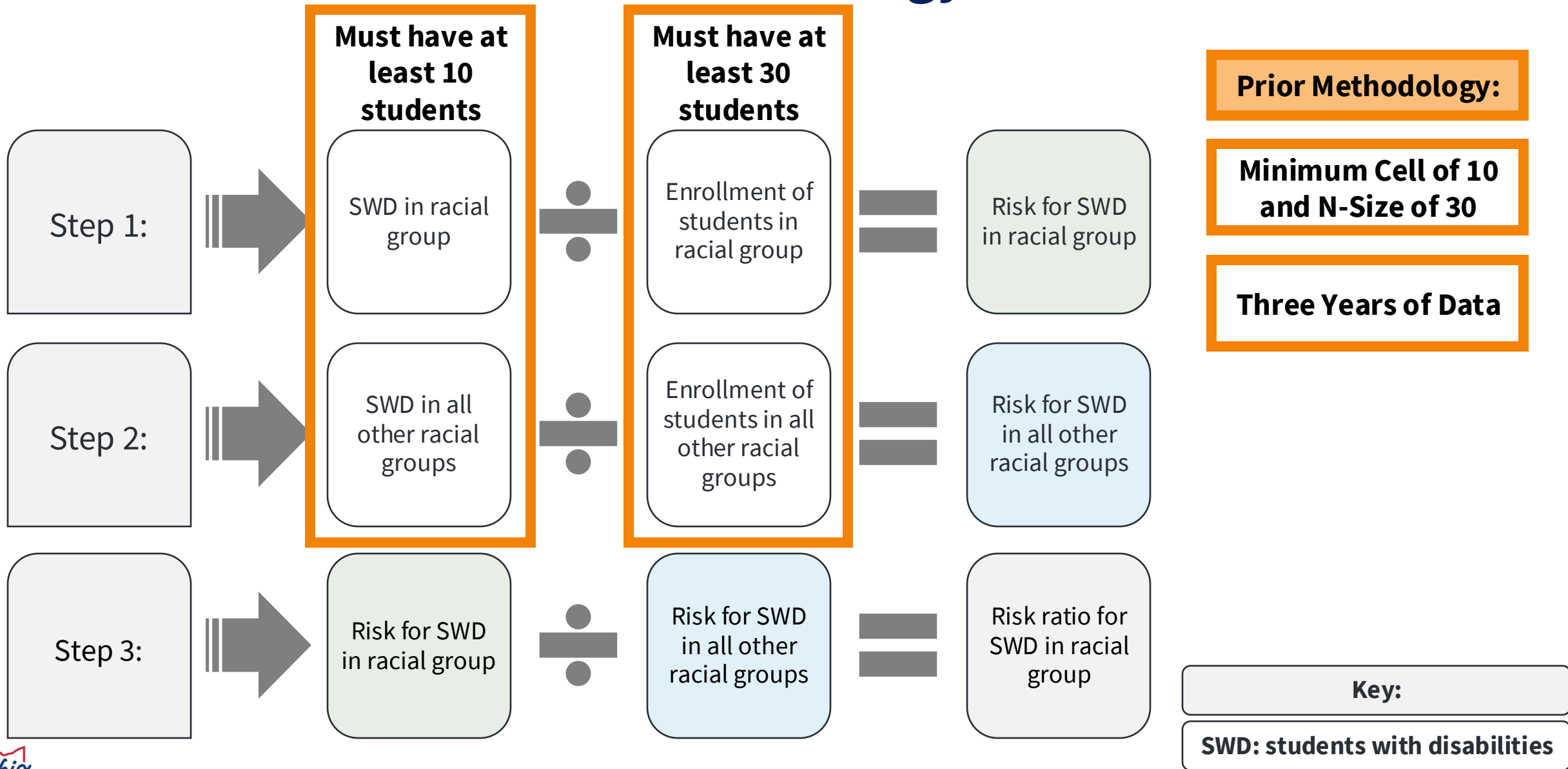


Indicators 9 & 10: Disproportionate Representation

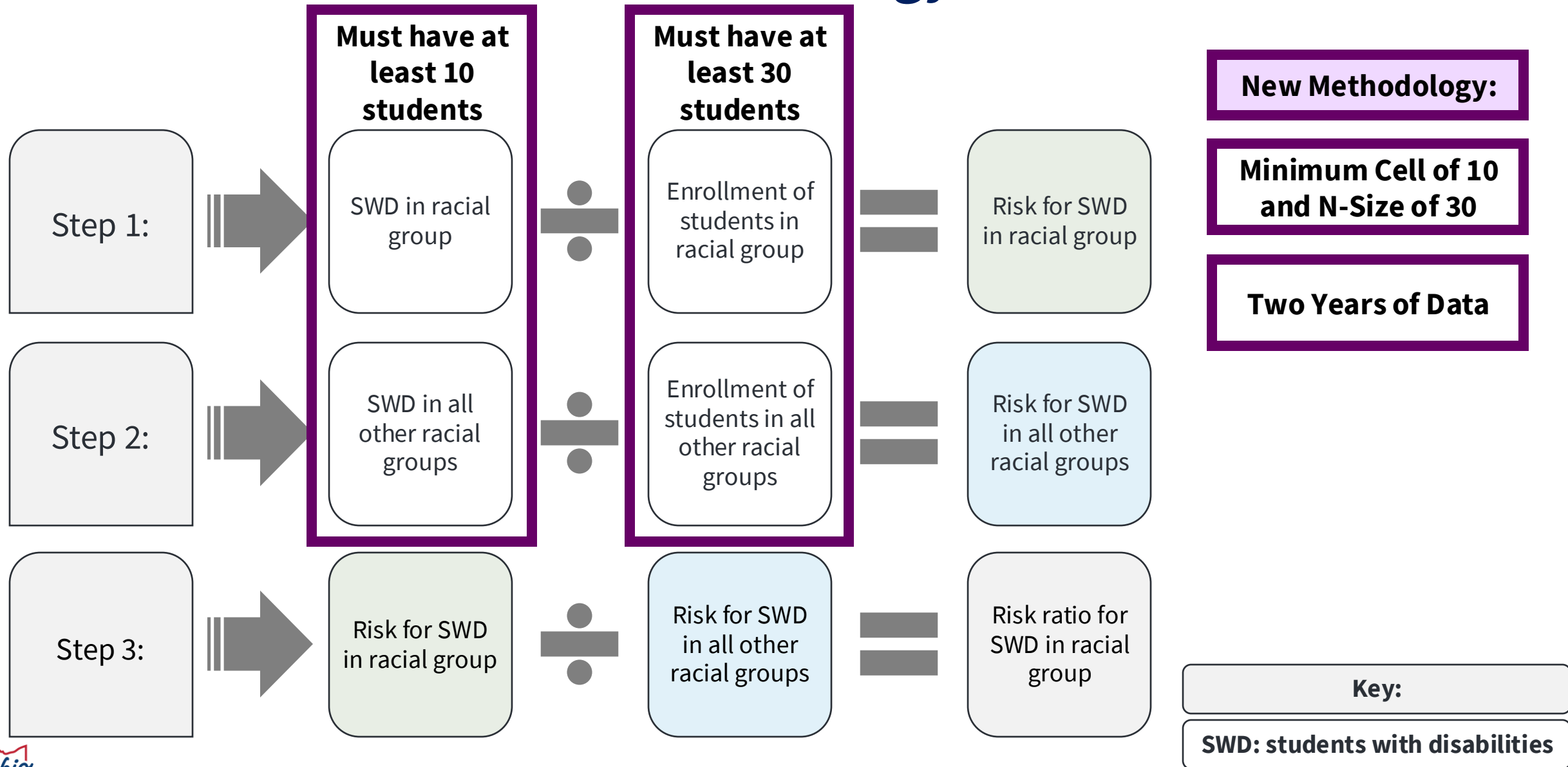
- Indicators 9 & 10 measure whether students of a racial/ethnic group are being identified with disabilities at a higher rate than their peers of other races.
- Stakeholders appreciated the option to use these indicators as an early warning system for significant disproportionality.

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



Indicators 9 & 10 New Methodology

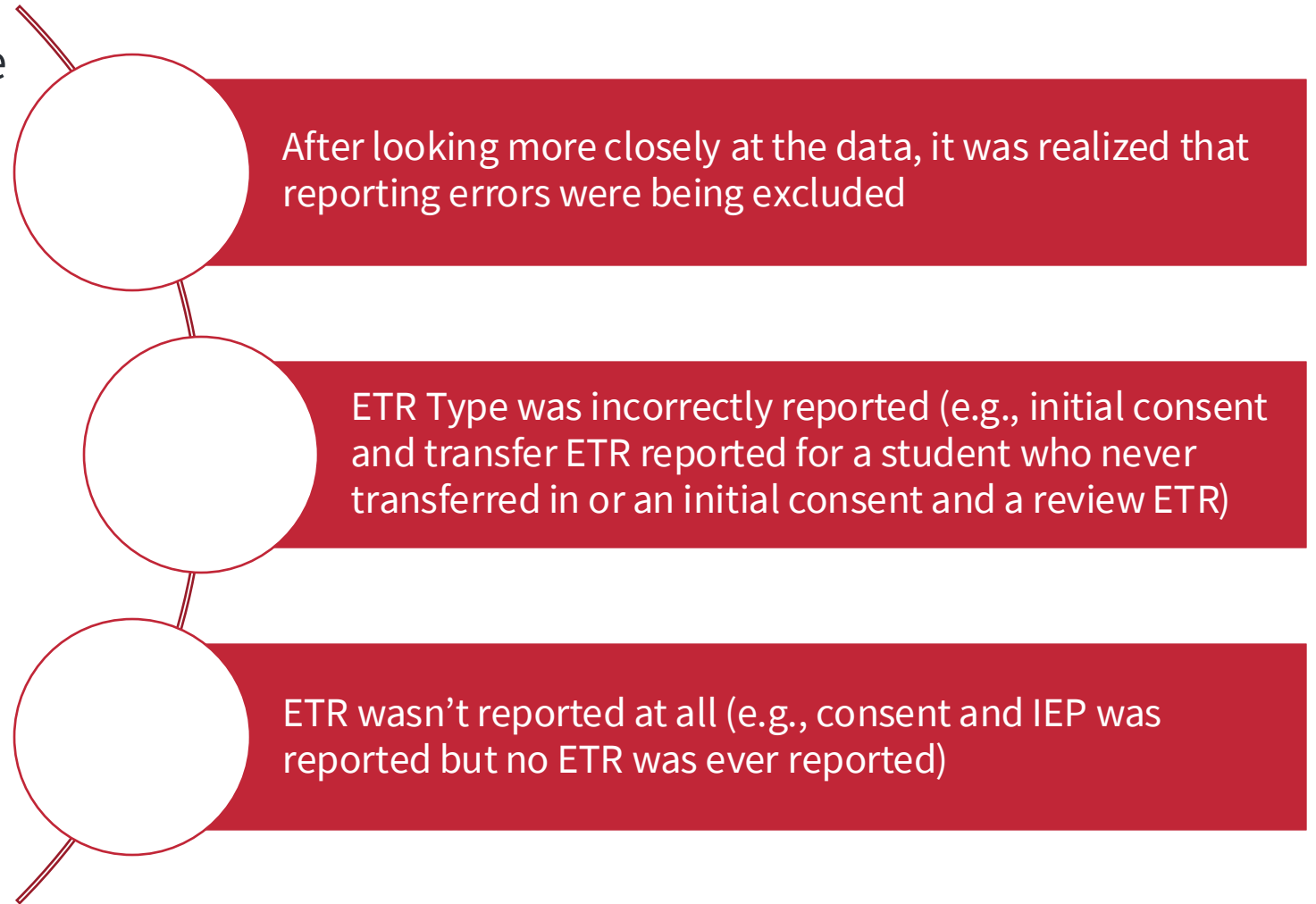


INDICATOR 10: UPDATED CALCULATION

- Updated calculation ensures accurate representation for each of the six disability categories
- Each specific disability category now exclusively uses the enrollment of Students with Disabilities (SWD) within the specific racial group

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](#)

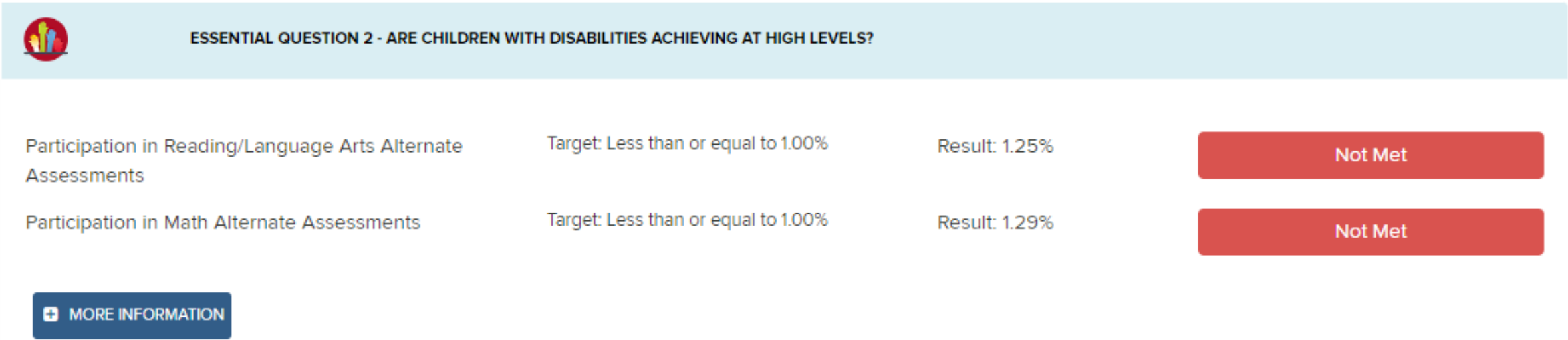
Name		SSID			Birthdate	
Event Date	Event Type	Outcome	Outcome Dates	Non-Compliance	Secondary Planning	Required Test Type
05/15/2024	RIEP	IE51	05/15/2024 - 05/14/2025	N/A	N/A	STR
05/15/2024	RETR	ET16		N/A	N/A	N/A
05/01/2024	CNST	CNGR		N/A	N/A	N/A
04/20/2024	CNST	CNGI		N/A	N/A	N/A
04/20/2024	RFRL	N/A		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 Indicators 9 and 10 (Disproportionate Representation) will include At Risk Year 1

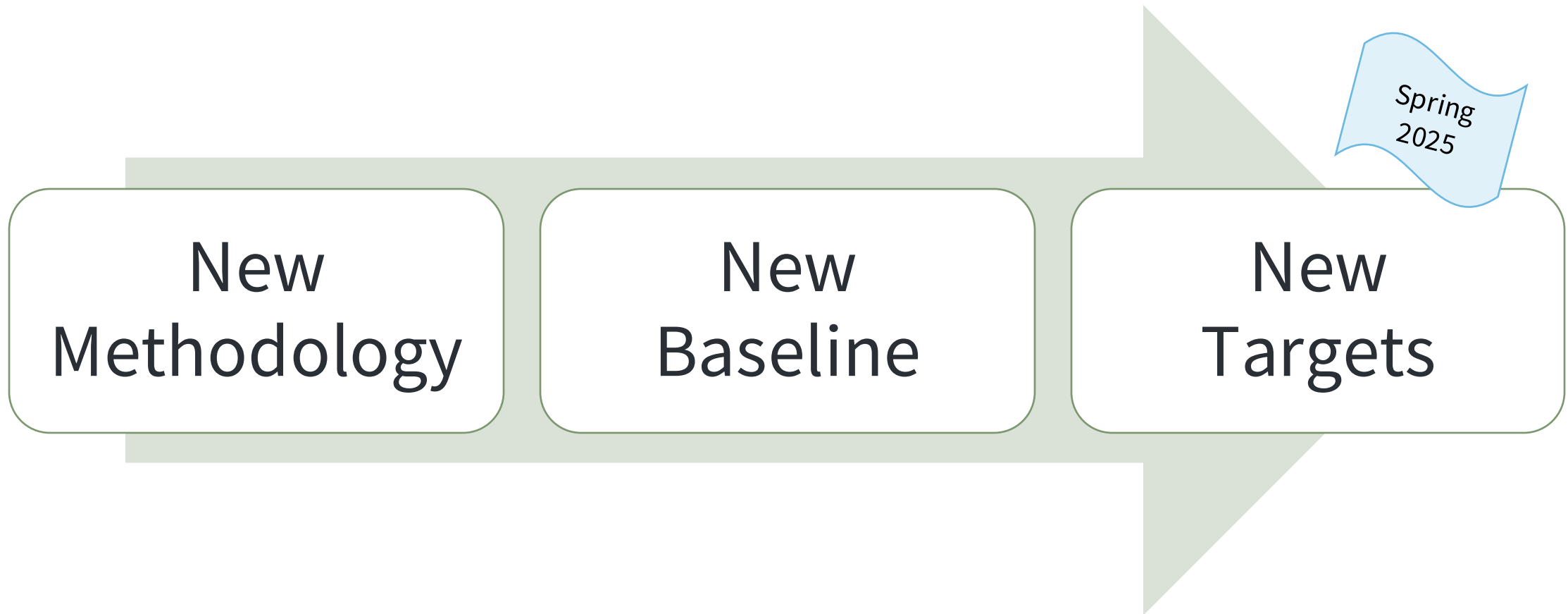


Upcoming Stakeholder Engagement

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: oea.profile@education.ohio.gov
- Rating Questions Contact: determinations@education.ohio.gov
- Stakeholder Engagement or Methodology/Target Settings Contact: specialtargets@education.ohio.gov



THANK YOU

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