



**Department of
Education &
Workforce**

Special Education District Profile Reports: Ohio Education Data Professionals Network

January 19, 2024

Karen Auble, Assistant Director

Office of Accountability, Department of Education and Workforce



LEARNING OBJECTIVES



Learn how the public can access Special Education data

Formulate questions about Special Education data in your local district

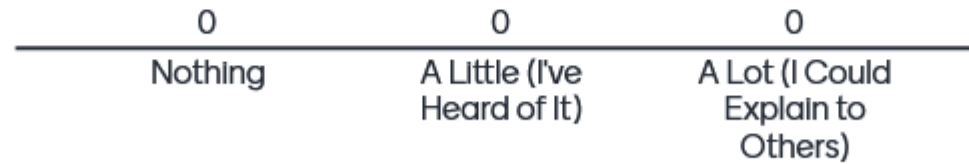
Understand the differences between the Special Education Profile and Special Education Rating

Locate Special Education resources on the Department of Education and Workforce website

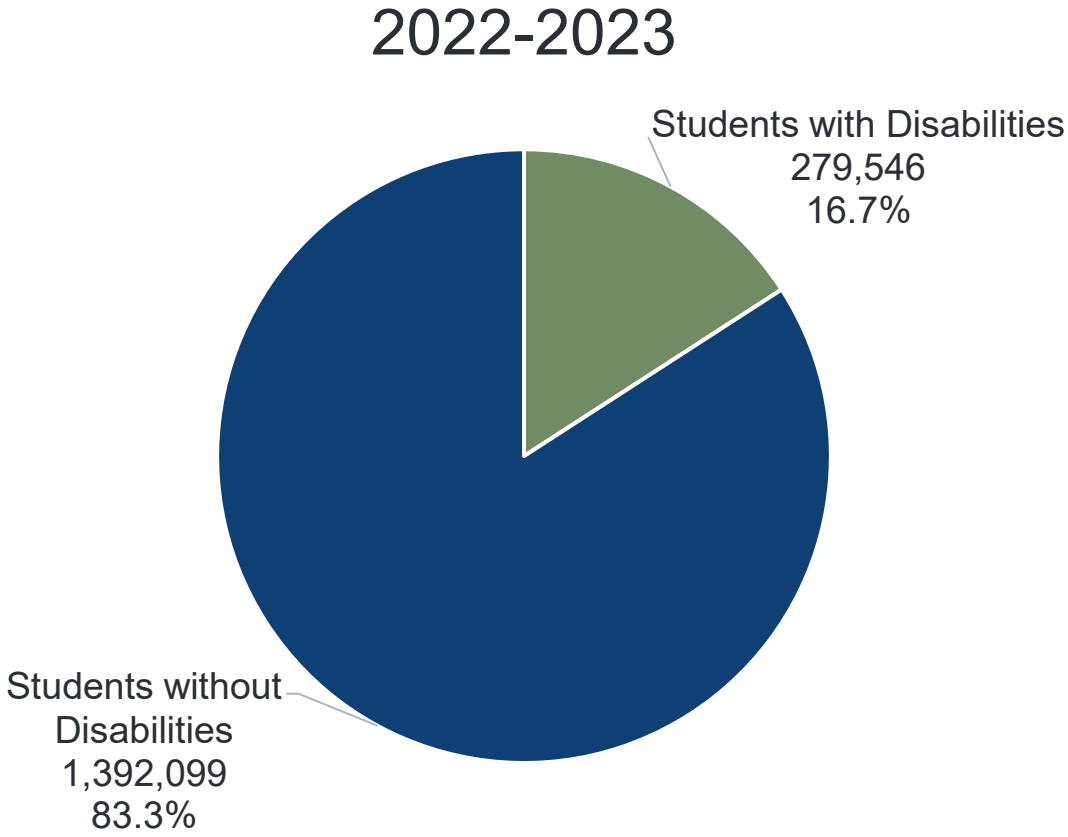
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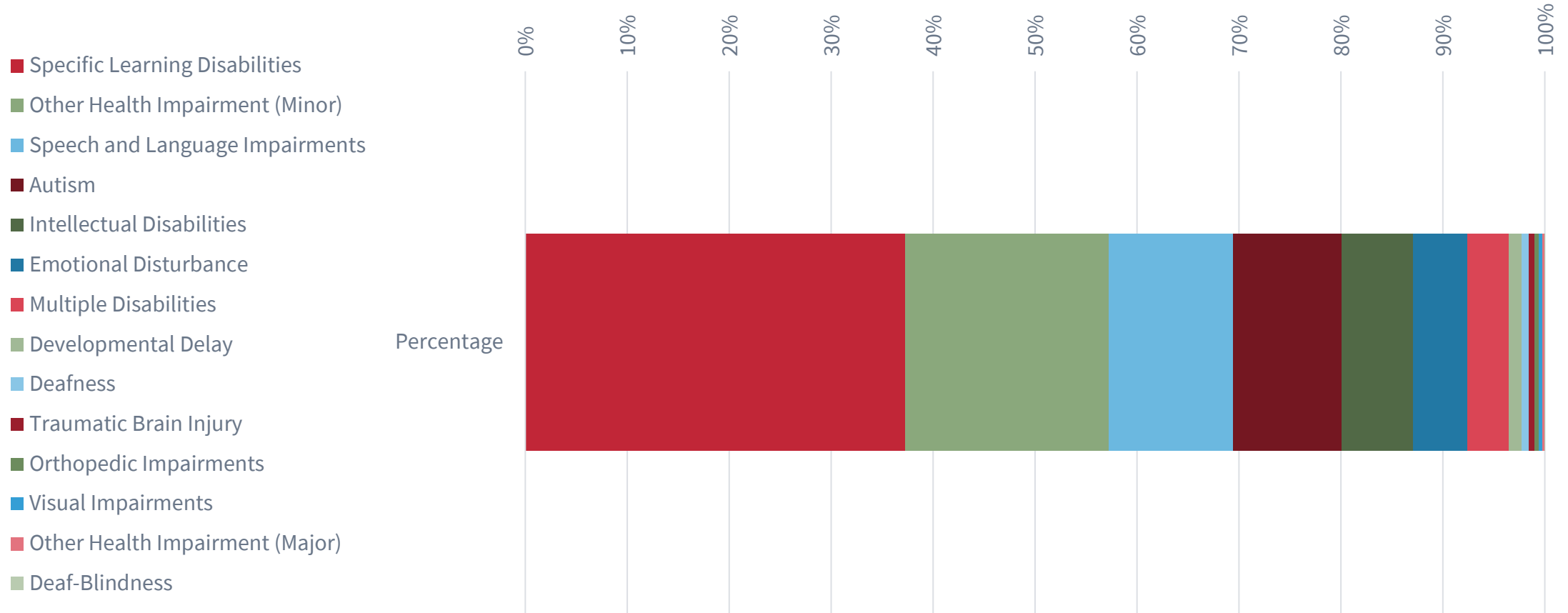
What do you know about the Special Education Profile?



OHIO'S STUDENT ENROLLMENT



OHIO'S DISABILITY DISTRIBUTION



WHAT ARE SPECIAL EDUCATION PROFILES?

Developed annually for each district and community school

Display performance over time on key indicators for students with disabilities

Notify the school of any required activities for each indicator



Are young children with disabilities entering kindergarten ready to learn?

- Indicator 6 Preschool Educational Environments
- Indicator 7 Preschool Outcomes
- Indicator 12 Early Childhood Transition from Part C to Part B

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 and Expulsion
- Indicator 5 School-age Educational Environments

Are youth with disabilities prepared for life, work and postsecondary education?

- Indicator 1 Graduation
- Indicator 2 Dropout
- 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 15 Timely Correction of Noncompliance

Are children receiving equitable services and supports?

- Disproportionate Representation (Indicators 9 & 10)
- Disproportionality: Identification for Special Education
- Disproportionality: Placement of Students with Disabilities
- Disproportionality: Discipline of Students with Disabilities

ACCESSING THE SPECIAL EDUCATION PROFILE – PUBLIC VIEW



Office for Exceptional Children

Special Education Profile Public Summary

2022-23 SPECIAL EDUCATION PROFILE (Based on 2021-22 data)

DISTRICT STAFF: Please note this public version of your profile does not include your required actions and compliance status. For this information, please log in to your district profile using your OH | ID portal.

Every year, districts receive a Special Education Profile that shows their progress over time in meeting their goals for students with disabilities. The design of the Special Education Profile helps districts use data about the academic growth of group of students to keep improving their special education programs. These data give schools answers about kindergarten readiness, achievements levels, access to the general education environment, preparedness for life beyond high school, services for children with disabilities, and equitable services and supports.

In this public version of each district's profile, the Department masks indicators for which there are fewer than 10 students included in the calculation to ensure student privacy. These indicators are displayed as "NR". School districts and community schools that do not have data will also display an "NR" for the affected indicator.

Type the name of a district or community school.
Select the district or community school from the resulting list, then click "Get Data".

Go to Profile

The Ohio Department of Education is an equal opportunity provider of ADA services.

CONTACT INFORMATION

(P) 614-466-2650
(Toll free) 877-644-6338
(F) 614-728-1097
25 S. Front Street, Mail Stop 409
Columbus, Ohio 43215
oeq_profile@education.ohio.gov
For callers using TTY, please call Ohio
Relay Service at (800) 750-0750.

<https://education.ohio.gov/Topics/Special-Education/Special-Education-Data-and-Funding/Ohio-s-Special-Education-Profiles>



SPECIAL EDUCATION PROFILE DEMO



2022-2023 OHIO SPECIAL EDUCATION PROFILE PUBLIC SUMMARY

BASED ON 2021-2022 DATA

SAMPLE DISTRICT 1 (999999)

What's Different About This Year's Profile?

- The 2022-2023 Special Education Profile is being released in two phases. The first phase, in January 2023, contains all indicators that may have required actions. The second phase, in May 2023, adds indicators for continuous improvement planning that do not have required actions.
- Enrollment data for students with disabilities by category are available in the section below, as part of the Phase 2 release.
- Indicator 1 (Graduation) and Indicator 2 (Dropout) are now part of the phase 1 release and may have required actions.
- Data for Indicator 4 and disproportionality indicators have been updated to ensure students are not counted at more than 1.0 full time equivalency (FTE). This update reflects the FTE enrollment adjustment for all three years considered in the calculation. As such, these data may not exactly match the same years' data reported in previous profiles.
- The displays for Indicator 4 and disproportionality indicators have been updated to show all available data, even if minimum group sizes are not met and risk ratios are not calculated. If minimum group sizes are not met and a risk ratio is not calculated for any one of the three years, "NC" for *not calculated* will display for that racial group. If a district or community school has no data for a racial group for all three years, that racial group will not appear on the display.
- Districts required to participate in an investigation of records for disproportionality will be required to select and submit five student records for each category flagged. For example, if the district or community school has been flagged for Black students with Emotional Disturbance, Hispanic students with Intellectual Disabilities, and White students with Speech or Language Impairments, a total of 15 records must be submitted.
- A new action statement has been added to all categories of disproportionality for districts and community schools at risk for disproportionality in the following Special Education Profile targeted for release in December 2023.
- The Indicator 14: Postschool Outcomes survey participation requirement will now be fulfilled by submitting the new *"Exiting Student Follow-Up (FW) Record"* to the Education Management Information System (EMIS). This record requires **all districts and community schools** serving high school students in Ohio to collect post-school engagement data from **all students** who exited the school district the previous spring every year. The previous method of collection through submission of exit surveys and follow-up surveys to the Ohio Longitudinal Transitional Study is no longer required.
- Districts and community schools that were unable to demonstrate systemic improvement in the 2021-2022 Special Education Profile released in December 2021 must fulfill the required actions for relevant indicators through this 2022-2023 Special Education Profile. Required actions are listed with the indicator.
- Indicator 12 business rules were updated to include PSTCs occurring between 7/1/2020 and 6/30/2022 in FY22 data (i.e., the 2021-2022 school year). Previously, only PTSCs occurring in the current fiscal year were included.

About the Profile

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) established a series of special education indicators to measure services and outcomes for children with disabilities. The Ohio Department of Education works with stakeholders to establish annual targets - or goals - for these indicators. For more information on how targets were determined, see the [Special Education Indicator Target Setting webpage](#).

Every year, districts receive a Special Education Profile that shows their progress over time in meeting their goals for students with disabilities. The design of the Special Education Profile helps districts use data about the academic growth of groups of students to keep improving their special education programs. These indicators have been organized into six essential questions to help guide continuous improvement:

1. Are young children with disabilities entering kindergarten ready to learn?
2. Are children with disabilities achieving at high levels?
3. To what extent do students with disabilities have access to the general education environment?
4. Are youth with disabilities prepared for life, work, and postsecondary education?
5. Does the district implement IDEA to improve services and results for children with disabilities?
6. Are children receiving equitable services and supports?

Some of the indicators measure procedural compliance with IDEA, while others measure results for students with disabilities. In this public version of each district's profile the Department masks indicators for which there are fewer than 10 students included in the calculation. These indicators are displayed as ">10". School districts and community schools that do not have data will display an "NR" for the affected indicator.

[Click to read more](#)

Enrollment of Students with Disabilities

The following data regarding enrollment of students with disabilities should be considered when analyzing longitudinal indicator data. For school districts and community schools with populations of fewer than 10 students, enrollment information is not available.

As you review a district's disability categories, it is important to note that of the identified children with disabilities in Ohio, more than 80% have average to above average intelligence.

Click the red button below to view the profile for your district.

[VIEW 2022-2023 PROFILE](#)

The profile is based upon data from the 2021-2022 school year unless otherwise indicated.

Each indicator is followed by a "More Information" link that will reveal a description of the indicator, notes relating to the indicator, and trend data.

The Data Notes explain the procedures used to evaluate the indicator.

PROFILE DATA CHARTS EXAMPLE



WHAT IS THE SPECIAL EDUCATION RATING?



IDEA 2004 requires each state to make annual ratings on the performance of each local district and community school



Ratings evaluate implementation of IDEA requirements

HOW DO THE PROFILE AND RATING DIFFER?



Special Education Profile

Sent in Winter

Displays longitudinal data in graphical format

Includes results and compliance indicators

Notifies districts of any required actions for the year

Compliance rates below 100% have required actions

Special Education Rating



Sent the following Fall

Based on data from the previous school year

Includes results and compliance indicators, as well as audit findings

Indicators with lower scores have already been/are being addressed

Credit given for substantial compliance (at or above 95%)

Special Education Rating Comparison

Rating	Number of Districts	
	2022	2023
Meets Requirements	904	890
Needs Assistance	77	82
Needs Intervention	1	21
Needs Substantial Intervention	0	0



2023 Special Education Rating Actions

2023 Special Education Rating	Enforcement Actions
Meets Requirements	<ul style="list-style-type: none"> Refer to the 2023-2024 Special Education Profile to review indicator data. Inform districts of technical assistance available from State Support Teams (SSTs) and other resources.
Needs Assistance	<ul style="list-style-type: none"> Refer to the 2023-2024 Special Education Profile to review indicator data. Inform districts of technical assistance available from State Support Teams (SSTs) and other resources. Require a district self-review and improvement plan to address compliance and student results indicator(s) with lower scores.
Needs Intervention	<ul style="list-style-type: none"> Refer to the 2023-2024 Special Education Profile to review indicator data. Inform districts of technical assistance available from State Support Teams (SSTs) and other resources. Require a district self-review and improvement plan to address compliance and student results indicator(s) with lower scores. Refer to the Office for Exceptional Children’s Supports & Monitoring team for an IDEA Monitoring Review if one is not already ongoing.
Needs Substantial Intervention	<ul style="list-style-type: none"> Refer to the 2023-2024 Special Education Profile to review indicator data. Inform districts of technical assistance available from State Support Teams (SSTs) and other resources. Refer to the Office for Exceptional Children’s Supports & Monitoring team for an IDEA Monitoring Review if one is not already ongoing. Withhold, in whole or in part, any Part B funds and require completion of specific corrective actions before release of funds in alignment with the Department’s System of Progressive Sanctions, Ohio Revised Code (ORC §3317.01), the Individuals with Disabilities Education Act (IDEA 2004), and federal regulations at 34 C.F.R. Part 300. Require intensive SST support.

OHIO'S ANNUAL PUBLIC REPORT – PROFILE AND RATING DATA

PROFILE DATA

In the public version of each district's profile, to ensure student privacy the Department masks indicators for which there are fewer than 10 students included in the calculation. These indicators are displayed as "<10". Not all districts and community schools have data for each indicator. Districts and community schools that did not report students for an indicator are displayed as "NR" for not reported. Districts and community schools that did not have enough students in a subgroup to meet minimum group sizes are displayed as "NC" for not calculated.

The Excel file below contains several columns for each indicator required in the annual public data report. The file also contains a "Data Notes" sheet featuring a brief description of each indicator.

» [2021-2022 District-Level Special Education Indicator Data](#) 

To request special education indicator data from previous school years, please contact the [Office for Exceptional Children](#).

An Explanation of Data Reported to the Public is available here:

<https://education.ohio.gov/getattachment/Topics/Special-Education/Special-Education-Data-and-Funding/Ohio-s-Special-Education-Profiles/2021-2022-District-Level-Special-Education-Data-Reported-to-the-Public.pdf.aspx?lang=en-US>

SPECIAL EDUCATION DATA RESOURCES

Special Education Website: <https://education.ohio.gov/Topics/Special-Education>

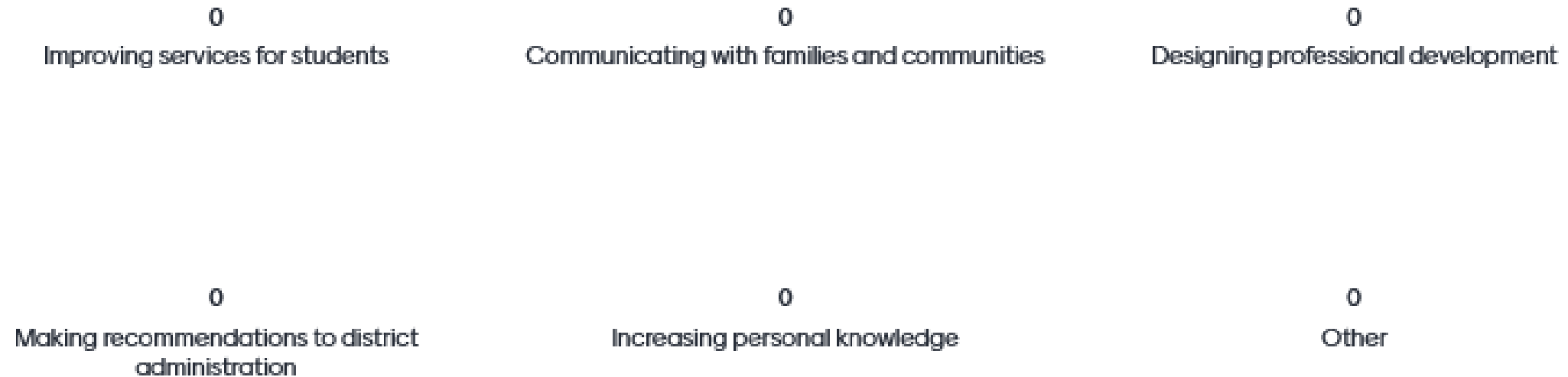
Special Education Profile webpage: <https://education.ohio.gov/Topics/Special-Education/Special-Education-Data-and-Funding/Ohio-s-Special-Education-Profiles>

Special Education Rating webpage: <https://education.ohio.gov/Topics/Special-Education/Special-Education-Monitoring-System/Ohio-s-Special-Education-Ratings>

Equity in Special Education: Disproportionality webpage:
<https://education.ohio.gov/Topics/Special-Education/Special-Education-Data-and-Funding/Equity-in-Special-Education-Disproportionali>

State Support Teams webpage: <https://education.ohio.gov/Topics/School-and-District-Improvement/State-Support-Teams>

How are you most likely to use Special Education Profile reports?



QUESTIONS?

EDUCATION.OHIO.GOV

oec.profile@education.ohio.gov



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