



**Department of
Education &
Workforce**

Supports and Monitoring Informational Sessions will begin shortly

We will be starting at 1:00pm

Thank you!



PLEASE REFRAIN FROM AI USAGE IN DEPARTMENT MEETINGS

Please note that State of Ohio and Ohio Department of Education and Workforce policy prohibits the use of external AI tools during meetings.



PLEASE CONTACT US AT:
OEC.MONITORING@EDUCATION.OHIO.GOV

The goal of today's Informational Session is to provide educational agencies with topics that will inform your special education programs. If you have specific questions about your agency, please do not hesitate to contact our office directly.



Vision

Ohio students are prepared for success in the real world.



Mission

The Ohio Department of Education and Workforce supports Ohio's students, families, and educators to ensure every student gains the knowledge and life skills needed for the future.

EDUCATION PRIORITIES



Literacy: Building a foundation for lifelong success by ensuring every student is reading at or above grade level.



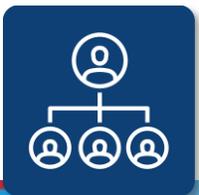
Accelerating Learning: Advancing academic achievement for all students through statewide implementation of high-quality instruction, assessments, and supports.



Student Wellness: Fostering safe and supportive environments where students feel engaged and equipped to reach their full potential.



Workforce Readiness: Preparing students for success in life and careers through real-world knowledge, skills, and experiences.



Organizational Effectiveness: Delivering high-quality services and resources to strengthen Ohio's education community.



QUESTION 1 FROM THE FIELD

- When reporting vision and hearing, if there are no concerns noted, is it appropriate to note this on Part 2 Team Summary in the medical information section only or does there also need to be a summary statement in description of educational needs and implications for instruction, indicating no vision or hearing needs noted and no implications needed?
- First, vision and hearing summary of assessments can be captured either in the medical information section or in the summary of assessments in the part 2 of the ETR.
- Second, if there were no needs nor implications for vision and hearing found in the part 1, there must be a statement in the part 2 description of educational needs and implications that there were no needs or implications at that time.

QUESTION 2 FROM THE FIELD

- For the "Needs & Implications" sections on the "Summary" page, if the information is summarized and captures all of the needs & implications statements in the Part 1s, but isn't exactly the same wording, that would still be compliant, right?
- If the summary in Part 2 contains the same information /needs in the Part 1 but worded differently, it is compliant.
- Remember it must be in language understandable to the parent.

Does the ETR contain a description of educational needs that allows the IEP team to develop effective and actionable goals?	YES	Educational needs include specific skill deficits (academic and/or functional) that will allow the IEP team to develop effective and actionable goals.	• PR-06 ETR – Parts 1 and 2
	NO	The ETR does not contain a description of educational needs for the child or contains information that is not individualized to the child's needs; OR The ETR does not address educational needs described in Part 1s, or educational needs described in Part 1 were omitted in Part 2 without explanation.	
	NA	The parent and the educational agency agreed that a reevaluation is not necessary; OR This ETR substantiates the decision that the child no longer qualifies as a child with a disability under IDEA.	

QUESTION 3 FROM THE FIELD

Do we summarize the information from parents in the summary of assessment results on the part 2 as well as the box that asks for the summary?

- The summary of information provided by parent section in Part 2 should contain the parent's information. It is not necessary for compliance to place it in the summary of assessments section.

Do we put headers for background history/parent information in the needs and implications boxes?

- This is not required for compliance however, labeling all areas that had a part 1 via the planning form in the part 2 assists with clarity and will also benefit your IMT when reviewing records.

Does background history need re-summarized under assessment results in part 2?

- Yes, all part 1s must be summarized in the part 2.

QUESTION 4 FROM THE FIELD

- How would you like us to explain when the student meets criteria for both suspected areas of disability?

In accordance with 34 CFR 300.304 and 34 CFR 300.641 there is one eligibility category, and the ETR team including the parent determines which category is the most appropriate for that specific student using the data that was collected.

QUESTION 5 FROM THE FIELD

- I have a student who was tested for disability, but when the ETR was presented, the parent declined service. Fast-forward to almost a year later, and the parent is now on board with service. The ETR is less than a year old.
- Can we proceed with writing a plan based on the ETR?

If data in the ETR is current and there are no new data points, the district only needs to develop the IEP.

If there are significant new data, the district needs to go back and complete a new planning form. This would be a reevaluation in this case.

The ETR stands on its own, regardless of if an IEP is even developed or implemented during the standard three-year cycle of the ETR.

SYNOPSIS OF THE PREVIOUS SAMIS SPECIAL EDUCATION DESK REVIEW: PHASE 1

- If you would like more information or the recording of the SAMIS: Phase 1 of the Special Education Desk Review, please visit our website:
- [Special Education Desk Review homepage](#)
- [SAMIS: Special Education Desk Review: Phase 1](#)
- [Video](#)
- [PowerPoint](#)

The desk review process includes four phases:

→ **Phase 1: Team Development (September-November)**

September
4th

- Establish Cross-Functional Team and Internal Monitoring Team
- Distribute Perception Surveys
- Complete Required Trainings
- Develop Internal Monitoring Team Process
- Create onboarding procedures for new staff

→ **Phase 2: Collect and Analyze Data (November-March)**

Today

- Review Integrated Monitoring Report
- Collect and review data from Perception Surveys
- Collect and review results from Internal Monitoring Process
- Complete the Special Education Assessment Report identifying special education priority areas

→ **Phase 3: ED STEPS One Plan Submission (March-April)**

March 5th

- Develop One Plan SMART Goals, strategies, or action steps to address the special education priority areas of concern identified.

→ **Phase 4: ED STEPS One Plan Implementation (June-April cohort years)**

May 7th

- Educational Agency implements the goals and strategies identified in its One Plan
- Educational Agency continues to review and analyze its data to revise and update the One Plan as needed



PHASE 1: Recap



PHASE 1: TEAM DEVELOPMENT

September - November

Select individuals for a Cross-Functional Team

Who

- **Administration** (Superintendent, Special Education Director/Coordinator and curriculum supervisor/coordinator, EMIS, Treasurer)
- **Representative from each building** (Principal/Vice Principal Intervention Specialist and General Education teacher)
- **Related Service Provider, School Psychologist**
- **One Plan Facilitator**
- **State Support Team Representative**
- **Community School Sponsor**
- **Representative from Associate School (CTC)**

Responsibilities

- Disseminating the Perception Surveys
- Completing the Special Education Assessment Report
- Completing the ED STEPS One Plan
- Creating or revising onboarding procedures for new staff



PHASE 1: TEAM DEVELOPMENT

September - November

Select individuals for an Internal Monitoring Team

Who

- **Special Education Director/Coordinator**
- **Intervention Specialist** (lead intervention specialists based on building and grade assignments)
- **Related Service Provider, School Psychologist**
- **One Plan Facilitator**
- **Transition Coordinator**

Responsibilities

- Completing the **Internal Monitoring Process module** in the Special Education Essentials Course
- Develop Internal Monitoring Team Process
 - ✓ Roles and responsibilities for each team member
 - ✓ Schedule for internal monitoring team meetings
 - ✓ Number of special education records to be reviewed
 - ✓ Established timelines for correction of records with noncompliance findings
 - ✓ Description of how new staff members will be trained in the process



PHASE 1: TEAM DEVELOPMENT

September - November

Complete Required Training

Who:

- Staff serving as district representative in ETR and IEP meetings
- Intervention specialists
- Related service providers
- General education teachers who co-teach or have special education students in their classes
- Paraprofessionals/aides who work with students with disabilities
- Contracted related service providers and ESC special education staff who are currently working in your agency
- Others who directly work with students with disabilities as designated by the educational agency

Modules

What:

- **Evaluation Team Report**
- **Individualized Education Plan**
- **Secondary Transition**



PHASE 1: TEAM DEVELOPMENT

REQUESTED DOCUMENTS/REQUIRED ACTIONS

The educational agency will **UPLOAD** the following documents in the Monitoring App

- A list of all staff who work directly with students with disabilities.
- LMS Certificates of Completion for all Internal Monitoring Team members.
- The Learning Management System Module Completion Verification Form
- Draft of written Internal Monitoring Process.
- Onboarding procedures for new staff



Overview of Phase 2 of the Special Education Desk Review



**Department of
Education &
Workforce**

Phase 2: Collect and Analyze Data

- Review Integrated Monitoring Report
- Collect and Review data from the Perception Surveys
- Collect and review the results of the Internal Monitoring Process
- Complete the Special Education Assessment Report



Department of
Education &
Workforce



PHASE 2: COLLECT AND ANALYZE DATA

November-March

Cross-Functional Team will:

- REVIEW INTEGRATED MONITORING REPORT provided by Supports and Monitoring
- REVIEW DATA FROM PERCEPTION SURVEYS
- COLLECT AND REVIEW RESULTS FROM INTERNAL MONITORING PROCESS
- COMPLETE SPECIAL EDUCATION ASSESSMENT REPORT

Then.....

- The cross-functional team will complete the special education assessment report using the special education needs assessment questions within the guide to identify 1-2 special education priority areas to be addressed in the ED STEPS One Plan.
- Complete the Special Education Assessment Report within the guide to identify special education priority areas and submit to the Department through the Monitoring App.

Example of an Integrated Monitoring Report

Sample School
 IRN: XXXXXXXXX

Superintendent
 Paul Klee

Phone
 901-352-5990

Address
 3743 Sanctuary Loop

County
 Franklin

Career Technical Planning District
 Franklin

Directory information current as of the 2023-2024 Report Card publication date.

- Special Education Contact: John McCain
- SST Region: 16
- SST Director: Dave Stewart
- SST Contact Information:
 - Email: d.stewart@sst16.org
 - Phone: 901-352-5990
- Number of Total Buildings: 3
 - Elementary Schools: 1
 - Middle Schools: 1
 - High Schools: 1

Your District's Students

Enrollment	Chronic Absenteeism Rate	4-Year Graduation Rate	Number of Schools
1,403	21.5%	99.2%	2

Number of Recently Arrived English Learner Students (excluded from accountability for two years):--

Your District's Teachers

Attendance Rate	Average Salary	Avg. Years of Experience	Lead or Senior Teachers
94.3%	\$69,376	16	0

Special Education Rating – Last 5 years:

2024:

2024 Rating Calculation	
Lennox Arts Academy	
Total points from compliance indicators	24
Number of compliance indicators with data	6
Compliance Score (24 points / 6 indicators)	4
Total points from results indicators	8
Number of results indicators with data	2
Results Score (8 points / 2 indicators)	4
Overall Score (Average of Compliance Score and Results Score)	4
2024 Rating	Meets Requirements

2023:

Actual 2023 Rating Calculation	
Lennox Arts Academy	
Total points from compliance indicators	24
Number of compliance indicators with data	6
Compliance Score (24 points / 6 indicators)	4.00
2023 Rating	Meets Requirements

2022:

2022 RATING CALCULATION			
Compliance Indicators	Results Indicators	2022	Rating
Total points: 24	Total points: NR	Overall Score	4.00
# of indicators with data: 6	# of indicators with data: NR	2022 Rating	Meets Requirements
Compliance Score: 4.00	Results Score: NR		



Example of an Integrated Monitoring Report

2021:

2021 RATING CALCULATION

(RESULTS INDICATORS NOW INCLUDED)

Compliance Indicators	Results Indicators	2021	Rating
Total points: 28	Total points: NR	Overall Score	4.00
# of indicators with data: 7	# of indicators with data: 0	2021 Rating	Meets Requirements
Compliance Score: 4.00	Results Score: NR		

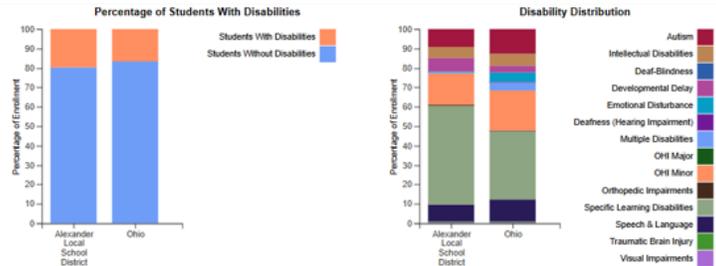
2020:

2020 RATING CALCULATION

(RESULTS INDICATORS NOW INCLUDED)

Compliance Indicators	Results Indicators	2020	Rating
Total points: 28.00	Total points: 11.00	Overall Score	3.83 (Average of Compliance Score and Results Score)
# of indicators with data: 7	# of indicators with data: 3	2020 Rating	Meets Requirements
Compliance Score: 4.00	Results Score: 3.67		

Special Education Profile:



Students with Disabilities Mobility Rate

2024-10.6%

Resource Management Data

Federal, State, and Local funds for Special Education

Federal: \$393,934.49

State: \$3,510,053.87

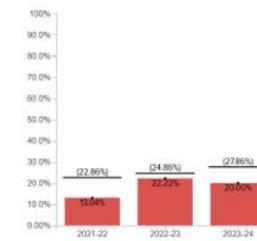
Comprehensive Early Intervening Funds, CEIS

- NO
- Maintenance of Effort, MOE
- YES-PASS

Indicator Data

1. Graduation-MET
2. Drop out-MET
- 3a. Grade 4, 8, High School Reading/Language Arts & Math Participation Rate-MET
- 3b. Grade 4 Reading/Language Art Proficiency Rate-PORIONS NOT MET

Grade 4 Reading/Language Arts Proficiency Rate - Standard



Description: Percentage of grade 4 students with disabilities scoring proficient or above on standard state reading/language arts assessments.

Reading/Language Arts:

Year:	2021-22	2022-23	2023-24
Students with disabilities in grade 4 who scored proficient or above on the standard reading/language arts assessment:	3	4	4
Students with disabilities in grade 4 who took the standard reading/language arts assessment:	23	18	20
Result:	13.04%	22.22%	20.00%
Target:	≥22.86%	≥24.86%	≥27.86%
Difference:	-9.82%	-2.64%	-7.86%

Grade 8 Reading/Language Arts Proficiency Rate - Standard



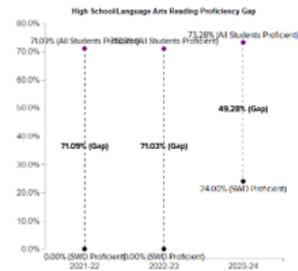
Description: Percentage of grade 8 students with disabilities scoring proficient or above on standard state reading/language arts assessments.

Reading/Language Arts:

Year:	2021-22	2022-23	2023-24
Students with disabilities in grade 8 who scored proficient or above on the standard reading/language arts assessment:	2	7	2
Students with disabilities in grade 8 who took the standard reading/language arts assessment:	28	27	23
Result:	7.14%	25.93%	8.70%
Target:	≥11.97%	≥13.97%	≥16.97%
Difference:	-4.83%	11.96%	-8.27%



Example of an Integrated Monitoring Report



Description: Gap in reading/language arts proficiency rates between high school students with disabilities and all high school students.

Reading/Language Arts:

Year:	2021-22	2022-23	2023-24
Target:	≤43.65%	≤42.65%	≤41.65%
Result:	71.09%	71.03%	49.28%
Difference:	-27.44%	-28.38%	-7.63%

4b. Discipline Discrepancy by race- MET

5a. School-age Least Restrictive Educational Environments – Regular Classroom ≥80%-MET

5b: School-age Least Restrictive Educational Environments – Regular Classroom <40%- MET

5c: School-age Least Restrictive Educational Environments – Separate Facilities- MET

9. Disproportionate Representation – Racial/Ethnic groups identified with disabilities- MET

10. Disproportionate Representation – specific disability categories-MET

11. Child Find - Timely Initial Evaluations- MET

13. Secondary Transition – MET

Complaints

- # Findings from Complaints
 - 1
- Restraint and Seclusion Data
 - N/A-No Cases
- Special Education Policies and Procedures Status
 - Not Started



Example of a Completed Section of the Special Education Assessment Report

Priority Need: Graduation		Area of Concern? (Yes or No)	Priority (1 = highest priority)
		Yes	1
Current Data	Summary of Analysis	Potential Influence (Root Cause): Identified Area of Concern (include additional improvement areas to address root cause)	
<p>2018-2019 Special Education Profile Data (Note: Data from 16-17)</p> <p>State Report Card Data</p>	<p>Indicator 1 measures the percentage of students with disabilities graduating from high school with a regular diploma within 4 years falls into the NOT MET category with a steady decline in graduation rate for SWD with a 28.93% decline from 2012 to 2017.</p> <p>The percentage of students with disabilities graduating by meeting the same requirements as students without disabilities falls into the NOT MET category for this indicator. While the target remains TBD the overall percentage dropped from 35.56% in 15-16 to in 16-17 23.26%</p>	<p>The root cause of this includes need for a systematic Early Warning system for all students that includes a mechanism that identifies students who are falling off track early in their graduation pathway.</p> <p>Identifying students who may need alternative pathways to graduation and effective transition planning that helps students to identify and maintain graduation trajectory with the needed support and mentoring if necessary. (17-18: Target 85.10% Percent: 45.24%)</p>	

RESOURCES

[Special Education Desk Review | Ohio Department of Education and Workforce](#)

[Special-Education-Desk-Review-Guide-2025.pdf.aspx](#)



PILOT LEAS TOUCHBASE

January 8, 2026

**Supports and Monitoring will hold a touch base meeting
with the 17 LEAs that are in the desk review**

**Please look for a Teams invite from
OEC.Monitoring@education.ohio.gov**



**Department of
Education &
Workforce**

LEARNING MANAGEMENT SYSTEM FOR OH|ID HOLDERS



Special Education Essentials

- Evaluation Team Report (ETR)
- Individualized Education Program (IEP)
- Secondary Transition
- Internal Monitoring Process
- General Educator's Role in Special Education Process
- Intervention Specialist's Role in Special Education Process

Special Education: Beyond Essentials

- Least Restrictive Environment (LRE)
- Disproportionality in Special Education Achievement
- Co-Plan to Serve
- IEP Goal Construction
- Parent Engagement
- Related Services

Special Education: Beyond Essentials Cont.

- Mediation & Facilitation
- Accommodation & Modifications 101
- Assistive Technology (AT) Mini-module
- Least Restrictive Environment for Students with Disabilities, Part 2: From Understanding to Documentation
- Discipline Process for Students with Disabilities

SURVEY LINK AND QR CODE

Please access the Survey for
this SAMIS session.

Thank you for your response!

<https://forms.office.com/g/r3L>

[OFF4YtS](https://forms.office.com/g/r3L)

OEC Supports and Monitoring
Information Session (SAMIS):
November 6, 2025



**Department of
Education &
Workforce**

JOIN US FOR THE NEXT SAMIS

1:00 PM on December 4, 2025

Common Noncompliance in the IEP

Join the OEC Supports and Monitoring Team to review the most common areas of noncompliance when reviewing an Individualized Education Program (IEP).

Visit our SAMIS webpage below to access the meeting link:

[Supports and Monitoring Information Session \(SAMIS\) | Ohio Department of Education and Workforce](#)



QUESTIONS?

OHIO.ORG

