

Supportive Technical Assistance Review Process Guide



OFFICE FOR EXCEPTIONAL CHILDREN
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**Department of
Education &
Workforce**

Supportive Technical Assistance Review (STAR) Process Guide

About This Guide

This Guide is for educational agencies selected for a Supportive Technical Assistance Review (STAR).

In this document, “educational agency” refers to all school districts, community schools, online schools, career technical centers (CTCs), educational service centers (ESCs), and county boards of developmental disabilities (CBDDs). “Department” refers to the Ohio Department of Education and Workforce’s Office for Exceptional Children (OEC).

State Support Teams will participate in the onsite visit and provide support to educational agencies to assist with any identified required actions.

To assist educational agencies in engagement, the Department will **reimburse the educational agency for any substitute teachers needed** in relation to this review. An invoice for the substitute teacher will need to be emailed within 30 calendar days of the review to Taunya Crumbley at taunya.crumbley@education.ohio.gov. The Department will reimburse the educational agency **through the CCIP as Additional Allocation**.

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IDEA Monitoring Overview

States have a responsibility under federal law to establish a system of general supervision to monitor the implementation of the Individuals with Disabilities Education Act (IDEA) of 2004 by educational agencies.

As part of Ohio's system of general supervision, the Ohio Department of Education and Workforce's Office for Exceptional Children (the Department) developed a comprehensive monitoring system for implementation of IDEA and for continuous improvement in special education programs across the state. The overall goal of the Department's IDEA monitoring system is to provide educational agencies the support and resources to improve outcomes for students with disabilities.

The monitoring system includes four types of review processes:

- **Compliance and Performance Indicator Reviews** – conducted every year for all educational agencies
- **Special Education Desk Reviews** – conducted for each educational agency once every six years
- **Supportive Technical Assistance Reviews** – conducted for educational agencies with a Needs Intervention or Needs Substantial Intervention special education rating
- **IDEA Comprehensive Review** – conducted for educational agencies based on multiple risk factors. Career technical centers, educational service centers, urban districts, and county boards of developmental disabilities will also be randomly selected for a comprehensive review each year.

Supportive Technical Assistance Review (STAR) Overview

The Supportive Technical Assistance Review (STAR) is conducted with educational agencies with a special education rating of Needs Intervention or Needs Substantial Intervention. The intent of the review is to provide focused support and resources to prepare the educational agency for the upcoming Special Education Profile and ensure continued systemic improvement. The state support team (SST) serves as the primary source for professional development during implementation of strategies and activities to support sustained improvement.

The Supportive Technical Assistance Review includes the following steps:

Preliminary Steps

- ➔ Virtual Initial Meeting with Educational Agency leadership
- ➔ Verification of Indicator Analysis/Improvement Plan Team
- ➔ Department's Analysis of Educational Agency Data

Onsite Visit

- ➔ Facilitated Discussion with the Educational Agency's Indicator Analysis/Improvement Plan Team
- ➔ Building/Program Tour

Summary and Next Steps

- ➔ Summary of Onsite Visit
- ➔ Submission of updated Indicator Analysis and Improvement Plan Reflection, if applicable

Preliminary Steps

Initial Meeting with Educational Agency Leadership

The Supportive Technical Assistance Review process will begin with an initial meeting. The Department will schedule an initial meeting with the educational agency's leadership team and a State Support Team representative to provide an overview of the specific activities/steps and timelines of the STAR process that will be conducted. This meeting typically lasts 45 minutes.

Verification of Indicator Analysis Team

Following the initial meeting, the educational agency will be directed to provide a list of names and titles of individuals who were involved in the development and implementation of its indicator(s) improvement plan(s)/indicator analysis. These individuals will be expected to attend the Facilitated Discussion during the onsite visit.

Department's Analysis of Educational Agency Data

Prior to the scheduled visit, the Department will meet with the State Support Team to review the educational agency's background information, performance data, and indicator review documents (indicator analysis, improvement plans, and evidence of implementation). The Supports and Monitoring Team will use this information to focus on:

- Guiding questions for facilitated discussion;
- Specific areas of concern and accomplishment; and
- Other activities or documents needed for the onsite visit.

Onsite Visit

Building/Program Tour

The Supports and Monitoring Team will tour the educational agency's buildings to observe the special educational program, continuum of services, and how the improvement plan is being implemented within the educational agency. This tour also affords the agency the opportunity to showcase their school's accomplishments and to highlight areas of excellence within their school.

Facilitated Discussion

The Supports and Monitoring Team will work with the educational agency to select personnel who will participate in the discussion regarding the Indicator Analysis and Improvement Plan. The educational agency will coordinate with the team regarding the number of participants, location/platform, and times.

The Supports and Monitoring Team along with the SST consultant will facilitate discussions with the educational agency staff to identify achievements and/or opportunities for growth with the implementation of the indicator improvement plan(s). The discussion will also provide an opportunity for the educational agency to identify needed changes or clarification in its improvement plan to ensure continued systemic improvement.

The educational agency may be asked to provide additional documentation or evidence of procedures and practices in response to information gathered during the discussion.

Summary and Next Steps

The Department will provide the educational agency with a summary of the onsite visit and discussion within two weeks of the onsite visit. The educational agency will use this information to complete the required actions within the upcoming special education profile, if applicable. The educational agency will follow the timelines specified within their Special Education Profile. It is important to note that the educational agency will not be required to undertake any additional actions beyond what is specifically asked for within the Special



Education Profile. This ensures that the agency's focus remains clear and directed towards achieving the outlined objectives.

If at anytime during the review process, a concern arises surrounding services that impact the learning of students with disabilities, the Supports and Monitoring Team will conduct a follow up review with the educational agency. This process will be conducted separately from the STAR.

Free Appropriate Public Education (FAPE) Violations

If, at any time during the process, the Supports and Monitoring team becomes aware of a potential FAPE violation, the team will notify the Department leadership. If a FAPE violation is verified, the Department will notify the educational agency immediately with a letter outlining the required actions. The educational agency will have 15 school days to develop and submit a plan to correct the violation. The Department and State Support Team (SST) will work closely with the educational agency to include the FAPE notification letter requirements within the plan.

The educational agency will be instructed to meet with the IEP team (including the parent) to complete the Compensatory Education Decision Flow Chart and determine if compensatory education is needed and if so document the details of providing it. The educational agency must return the signed flow chart and any other evidence of correction (corrected ETRs, IEPs) outlined in the FAPE notification letter to the Department within the specified timelines. If the parent refuses to meet with the team or is non-responsive, the IEP team must document reasonable attempts to involve the parent, then meet and complete the Decision Flow Chart and provide a parent with the PR-01 form to document the decision. The educational agency should be made aware that this course of action may result in additional requirements or involvement by the Department. If the IEP team determines the student requires compensatory education services, the educational agency will document these services through the Compensatory Time Sheet and submit to Department by the timelines established in the educational agency's plan.



Appendix 1: Sample Agenda for Onsite Visit

Supportive Technical Assistance Review (STAR) [DATE]

District:
STAR Lead:
SST:

Location:
STAR Co-Lead:

Time	Activity	District Staff
9:00	Program/Building Tour	Special Education Director
10:30	Indicators 1 & 2 Analysis and Discussion	Indicator Improvement Plan Team
12:30	LUNCH	
1:30	Indicators 9 & 10 Analysis and Discussion	Indicator Improvement Plan Team
3:30	Wrap up/Next Steps	Indicator Improvement Plan Team



Appendix 2: Indicator Analysis

Indicator Analysis

Indicator 1: Graduation and Indicator 2: Dropout

Educational Agency:

Internal Retrieval Number (IRN):

Indicator Analysis Team: The Indicator Analysis Team will review and discuss the guiding questions and determine if the topic is an area of concern. If it is an area of concern, the team will determine the root cause.

A consultant from the educational agency's regional state support team must facilitate the Indicator Analysis Team when completing Part B and/or Part C. A team approach is encouraged. Consider involving intervention specialists, general education teachers, special education directors, school administrators, school psychologists, related service providers, and/or community stakeholders.

Educational agencies must complete and upload the entire Indicator Analysis Report, in the original format, to the Monitoring System for review and approval. The Monitoring System can be accessed through OH|ID Workforce. Please see the indicator manual for submission instructions.

Title	Name	Date
Facilitator:		

Complete [SECTION A](#) when the educational agency has a verified data appeal.

Complete [SECTION B](#) when the educational agency has noncompliance to the indicator.

Complete [SECTION C](#) when the educational agency has been flagged for this indicator in the previous Special Education Profile.

Directions for Completing the Indicator Analysis

Step 1: Gather Information	Step 2: Identify Area of Concern	Step 3: Determine Cause
<p>For each topic, answer all questions using the text boxes.</p>	<p>If the team decides this topic is an area of concern enter the team’s concern in the text box. Go to step 3.</p> <p>If the team decides this topic is not an area of concern:</p> <ul style="list-style-type: none"> • Enter NA in the text box • Skip step 3 • Continue to the next topic and repeat steps until all questions have been answered. 	<p>Utilize a root cause analysis to determine the core issue(s) contributing to the area of concern.</p> <ul style="list-style-type: none"> • Clearly explain the core issue in the text box • Continue to the next topic and repeat steps until all questions have been answered.

SECTION A: Complete when the educational agency has a verified data appeal.

Section A: Guiding Questions for Verified Data Appeals		
1. Topic: Educational Agency Practices for Reporting Data		
<p>Gather Information:</p> <p>A. Who is responsible for reviewing and ensuring appropriate data is entered into EMIS?</p> <p>B. What is the practice for correcting data reporting errors, to include EMIS noncompliance codes?</p> <p>C. How often do educational agency personnel receive technical assistance and training regarding data reporting?</p> <p>D. How often does the educational agency review procedures and practices surrounding data collection and reporting?</p> <p>NOTE: Submission of procedures and practices specific to reporting data for this indicator is required.</p>	<p>Identify Area of Concern</p>	<p>Determine Cause:</p>

SECTION B: Complete when the educational agency has not met the established indicator target(s).

Section B: Guiding Questions for not Meeting Indicator Target(s)		
1. Topic: Early Warning System		
Gather Information:	Identify Area of Concern	Determine Cause:
<p>A. What data systems are in place to measure progress for if a student is on-track graduation with a regular diploma and to identify students with disabilities at risk for dropping out?</p> <p>B. How does the educational agency measure student engagement and monitor students' sense of belonging in school?</p> <p>C. What process is in place to determine trends for students with disabilities who are not on track to graduate with a regular diploma or at risk for dropping out?</p> <p>D. How does the educational agency review and analyze student level early warning data and progress toward graduation continually and at key academic transitions?</p> <p>E. What indicators and thresholds have been established in grades 6-12 to identify students who are at risk of dropping out or not graduating with a regular diploma?</p> <p>F. What practices does the educational agency have in place to document reasons for withdrawals of students with disabilities?</p> <p>G. What differences are noted between the reasons for withdrawal between students with disabilities and students without disabilities?</p> <p>H. What are the prioritized trends regarding dropout prevention and graduation with a regular diploma?</p>		
2. Topic: Intervention		
Gather Information:	Identify Area of Concern	Determine Cause:
<p>A. How has the educational agency determined risk factors for students with disabilities dropping out or not graduating with a regular diploma?</p> <p>B. How does the educational agency assign, provide and monitor individualized tiered interventions when a student with disabilities shows early signs of attendance, behavioral, or academic needs that place them at risk for dropping out or not on track for graduating with a regular diploma?</p> <p>C. Does the educational agency assign trained staff as mentors/advocates/counselors to students with disabilities at risk for dropping out or not on track to graduate with a regular diploma?</p> <p>D. Is there a curriculum/evidence-based program in place to provide social emotional skills and/or competencies?</p>		

3. Topic: Engagement		
<p>Gather Information:</p> <ul style="list-style-type: none"> A. Describe the extent that the educational agency connects schoolwork with college and career success options for students with disabilities. B. How does the educational agency foster family involvement to prevent students with disabilities from dropping out and maintain progress toward graduation with a regular diploma? C. How does the educational agency personalize the learning environment to maintain engagement of students with disabilities? D. How does the educational agency recognize the achievement and accomplishments of students with disabilities? E. What partnerships has the educational agency established with community-based program providers and other agencies such as social services, mental health, and law enforcement to prevent dropout and maintain progress toward graduation with a regular diploma? F. How does the educational agency determine how staff, students and parents perceive the school climate? 	Identify Area of Concern	Determine Cause:
4. Topic: Learning Environment		
<p>Gather Information:</p> <ul style="list-style-type: none"> A. What options does the educational agency have with regard to experiential learning (Academies, Early College, Career-Tech)? <ul style="list-style-type: none"> i. To what extent are students with disabilities provided access to these programs? B. How does the educational agency provide flexible scheduling or alternate learning environments (beyond resource rooms) for students with disabilities? C. What types of flexible opportunities does the educational agency offer students with disabilities to recover or accumulate graduation credits? D. How does the educational agency encourage participation of students with disabilities in extracurricular activities? E. How does the educational agency ensure culturally responsive practices provide equitable opportunities for students with disabilities to promote remaining in school and progressing towards earning a regular high school diploma? 	Identify Area of Concern	Determine Cause:

<p>F. How does the educational agency provide students with disabilities opportunities for work-related experiences such as internships, job shadows, work-based learning, or paid employment related to graduation and post-secondary goals?</p>		
<p>5. Topics: Professional Learning and Procedures / Practices</p>		
<p>Gather Information:</p> <p>A. How does the educational agency staff incorporate student engagement practices into the instructional day?</p> <p>B. How are all staff trained to address behavioral and social emotional needs within the school community?</p> <p>C. How are staff trained on graduation requirements and graduation plan requirements?</p> <p>Complete the remaining questions if the educational agency was notified that procedures and practices require revision:</p> <p>D. Does the educational agency have written procedures and practices across all buildings to ensure compliance with the IDEA and to increase graduation rates and reduce the rate of dropout?</p> <p>E. How are procedures and practices shared with staff?</p> <p>F. How often are procedures and practices reviewed?</p>	<p>Identify Area of Concern</p>	<p>Determine Cause:</p>



SECTION C: Complete when the educational agency has been flagged for this indicator in the previous Special Education

Section C: Guiding Questions for Reflection

1. **Topic:** Previous Improvement Plan Implementation (*Reflection*)

Gather Information:

- A. Was the previous plan fully implemented as designed, explain:
 - i. Did the educational agency modify how the plan was implemented, explain:
- B. How does the educational agency ensure that all staff members are aware of plan requirements and changes:
- C. Considering current educational agency data, has plan implementation resulted in progress toward meeting performance targets, explain:
- D. Describe implementation successes and achievements from the previous plan:
- E. What challenges has the educational agency had implementing the previous plan:
 - i. How did the educational agency overcome these challenges:
- F. Does the educational agency have other required or prescribed plans in this indicator area (One Plan, SSIP or other plan)?
 - i. If so, explain how these plans are aligned:
 - ii. Who ensures that plans are coordinated, and staff is aware of expectations:
- G. What revisions or modifications will the educational agency implement in the continued plan to align with indicator requirements and educational agency and student needs:

Identify Area of Concern

Determine Cause:

Discipline Indicator Analysis

Indicator 4a and/or 4b: Discipline Discrepancy (Suspension and Expulsion) Significant Disproportionality: Discipline of Students with Disabilities

Educational Agency:

Internal Retrieval Number (IRN):

Indicator Analysis Team: The Indicator Analysis Team will review and discuss the guiding questions and determine if the topic is an area of concern. If it is an area of concern, the team will determine the root cause.

A consultant from the educational agency's regional state support team must facilitate the Indicator Analysis Team when completing Part B and/or Part C. A team approach is encouraged. Consider involving intervention specialists, general education teachers, special education directors, school administrators, school psychologists, related service providers, and/or community stakeholders.

Educational agencies must complete and upload the entire Indicator Analysis Report, in the original format, to the Monitoring System for review and approval. The Monitoring System can be accessed through OH|ID Workforce. Please see the indicator manual for submission instructions.

Title	Name	Date
Facilitator:		

Complete [SECTION A](#) when the educational agency has a verified data appeal.

Complete [SECTION B](#) when the educational agency has significant disproportionality.

Complete [SECTION C](#) when the educational agency has been flagged for this indicator in the previous Special Education Profile.

Directions for Completing the Indicator Analysis

Step 1: Gather Information	Step 2: Identify Area of Concern	Step 3: Determine Cause
<p>For each topic, answer all questions using the text boxes.</p>	<p>If the team decides this topic is an area of concern enter the team’s concern in the text box. Go to step 3.</p> <p>If the team decides this topic is not an area of concern:</p> <ul style="list-style-type: none"> • Enter NA in the text box • Skip step 3 • Continue to the next topic and repeat steps until all questions have been answered. 	<p>Utilize a root cause analysis to determine the core issue(s) contributing to the area of concern.</p> <ul style="list-style-type: none"> • Clearly explain the core issue in the text box • Continue to the next topic and repeat steps until all questions have been answered.

SECTION A: Complete when the educational agency has a verified data appeal.

Section A: Guiding Questions for Verified Data Appeals		
1. Topic: Educational Agency Practices for Reporting Data		
<p>Gather Information:</p> <p>A. Who is responsible for reviewing and ensuring appropriate data is entered into EMIS?</p> <p>B. What is the practice for correcting data reporting errors, to include EMIS noncompliance codes?</p> <p>C. How often do educational agency personnel receive technical assistance and training regarding data reporting?</p> <p>D. How often does the educational agency review procedures and practices surrounding data collection and reporting?</p> <p>NOTE: Submission of procedures and practices specific to reporting data for this indicator is required.</p>	<p>Identify Area of Concern</p>	<p>Determine Cause:</p>

SECTION B: Complete when the educational agency has been flagged for Indicator 4 Discipline Discrepancy or Significant Disproportionality:
Discipline

Section B: Guiding Questions for Significant Disproportionality		
1. Topic: Discipline Referrals of Students with Disabilities Made During the Current and Previous School Year		
<p>Gather Information:</p> <p>A. How many discipline referrals were made?</p> <p>B. What were the reasons for the discipline referrals?</p> <p>C. What were the frequencies per reason?</p> <p>D. What were the frequencies per location?</p> <p>E. Further explore reasons and frequency trends by race, referring staff (including substitutes), time of day or other patterns the team notices in the data?</p> <p>F. What comparison can be made between discipline data regarding students with disabilities and students without disabilities?</p>	<p>Identify Area of Concern</p>	<p>Determine Cause:</p>
2. Topic: Disciplinary Removals of Students with Disabilities from their Stated LRE During the Current and Previous School Year		
<p>Gather Information:</p> <p>A. How many bus suspensions were imposed, and for what reasons?</p> <p>B. How many in-school suspensions were imposed, and for what reasons?</p> <p>C. How many out-of-school suspensions were imposed, and for what reasons?</p> <p>D. How many expulsions were imposed, and for what reasons?</p> <p>E. How many students received two or more disciplinary removals?</p> <p>F. How many disciplinary removals went beyond 10 days?</p>	<p>Identify Area of Concern</p>	<p>Determine Cause:</p>
3. Topic: Emergency Removals of Students with Disabilities from their Stated LRE During the Current and Previous School Year		
<p>Gather Information:</p> <p>A. How many emergency removals were made and for what reasons?</p> <p>B. What were the frequency trends for these emergency removals per grade level, staff (including substitutes), time of day, location, reason, other?</p>	<p>Identify Area of Concern</p>	<p>Determine Cause:</p>

4. Topic: Manifestation Determination Review, Functional Behavioral Assessments and Behavior Improvement Plans		
<p>Gather Information:</p> <p>A. Describe the educational agency’s Manifestation Determination Review process.</p> <p>B. Who is assigned to the Manifestation Determination team?</p> <p>C. How does the team gather and analyze data regarding student behavioral needs?</p> <p>D. How does the educational agency ensure that staff understand the Manifestation Determination Process?</p> <p>E. How often are Functional Behavioral Assessments and Behavior Improvement Plans revisited or adjusted?</p> <p>F. What is the process for determining the need for a Functional Behavioral Assessment?</p>	Identify Area of Concern	Determine Cause:
5. Topic: Educational agency-wide Review of Discipline Procedures and Practices		
<p>Gather Information:</p> <p>Complete this section if the educational agency was notified that procedures and practices require revision:</p> <p>A. Does the educational agency have written procedures and practices across all buildings to ensure compliance with the IDEA and appropriate discipline procedures?</p> <p>B. How does the educational agency approach professional development regarding Positive Behavior Interventions and Supports for all school personnel, including teachers, administrators, aids, bus drivers, cafeteria workers, etc.?</p> <p>C. How does the educational agency ensure implementation and effectiveness of Positive Behavior Interventions and Supports?</p> <p>D. What alternative practices to removal or suspension are available (restitution, restorative practices, other)?</p> <p>E. What research-based interventions and preemptive strategies does the educational agency employ to refocus behavior and address behavioral needs?</p> <p>F. Considering OAC Rule 3301-35-15 Standards for the implementation of positive behavior intervention supports and the use of restraint and seclusion, what steps have been taken to ensure implementation of the requirements are consistent across campus/all buildings?</p>	Identify Area of Concern	Determine Cause:

<p>G. Describe the process for collecting and verifying data regarding Restraint and Seclusion.</p> <p>NOTE: Submission of procedures and practices specific to this indicator is required.</p>		
<p>6. Topic: Family-Engagement</p>		
<p>Gather Information:</p> <p>A. How does the educational agency involve families in Positive Behavior Interventions and Supports (PBIS)?</p> <p>B. Describe how the educational agency involves families in the development and/or review and/or implementation of Functional Behavioral Assessments and Behavior Improvement Plans, as well as manifestation determination reviews:</p> <p>C. What ongoing supports does the educational agency make available for families with behavioral needs?</p>	<p>Identify Area of Concern</p>	<p>Determine Cause:</p>
<p>7. Topic: Investigation of Records <i>(complete section below using the results from the Investigations of Records)</i></p>		
<p>Gather Information:</p> <p>A. Did the Student Records demonstrate one or more instances of noncompliance?</p> <p style="padding-left: 20px;">a. If yes, then complete all questions below.</p> <p style="padding-left: 20px;">b. If no, then the team may skip this section.</p> <p>B. Are the noncompliant records for preschool students, school age students, or both?</p> <p>C. Are the areas of noncompliance trending in specific grade bands? Locations? Other?</p> <p>D. What are the trends in areas of noncompliance?</p> <p>E. What is the educational agency’s process for ensuring record compliance?</p>	<p>Identify Area of Concern</p>	<p>Determine Cause:</p>

SECTION C: Complete when the educational agency has been flagged for this indicator in the previous Special Education Profile

Section C: Guiding Questions for Reflection

1. **Topic:** Previous Improvement Plan Implementation (Reflection)

Gather Information:

- A. Was the previous plan fully implemented as designed, explain:
- B. Did the educational agency modify how the plan was implemented, explain:
- C. How does the educational agency ensure that all staff members are aware of plan requirements and changes:
- D. Considering current educational agency data, has plan implementation lowered the disproportionality risk ratio, explain:
- E. Describe implementation successes and achievements from the previous plan:
- F. What challenges has the educational agency had implementing the previous plan:

- G. How did the educational agency overcome these challenges:
- H. Does the educational agency have other required or prescribed plans in this indicator area (One Plan, SSIP or other plan)?
- I. If so, explain how these plans are aligned:
- J. Who ensures that plans are coordinated, and staff is aware of expectations:
- K. What revisions or modifications will the educational agency implement in the continued plan to align with indicator requirements and educational agency and student needs:
- L. Will revisions be required for the use of redirected funds, explain:
- M. Did the Student Records demonstrate one or more instances of noncompliance?
 - i. If yes, then complete all questions below.
 - ii. If no or the submission of student records was not required, then the team may skip the remaining questions.
- N. Are the noncompliant records for preschool students, school age students, or both?
- O. Are the areas of noncompliance trending in specific grade bands? Locations? Other?
- P. What are the trends in areas of noncompliance?
- Q. What is the educational agency’s process for ensuring record compliance?

Identify Area of Concern

Determine Cause:

NOTE: Submission of disproportionality procedures and practices specific to this indicator is required.

Identification Indicator Analysis

Disproportionate Representation (Ind 9 & 10)/ Significant Disproportionality Identification

Educational Agency:

Internal Retrieval Number (IRN):

Indicator Analysis Team: The Indicator Analysis Team will review and discuss the guiding questions and determine if the topic is an area of concern. If it is an area of concern, the team will determine the root cause.

A consultant from the educational agency’s regional state support team must facilitate the Indicator Analysis Team when completing Part B and/or Part C. A team approach is encouraged. Consider involving intervention specialists, general education teachers, special education directors, school administrators, school psychologists, related service providers, and/or community stakeholders.

Educational agencies must complete and upload the entire Indicator Analysis Report, in the original format, to the Monitoring System for review and approval. The Monitoring System can be accessed through OH|ID Workforce. Please see the indicator manual for submission instructions.

Title	Name	Date
Facilitator:		

Complete [SECTION A](#) when the educational agency has a verified data appeal.

Complete [SECTION B](#) when the educational agency has noncompliance to the indicator.

Complete [SECTION C](#) when the educational agency has been flagged for this indicator in the previous Special Education Profile.

Directions for Completing the Indicator Analysis

Step 1: Gather Information	Step 2: Identify Area of Concern	Step 3: Determine Cause
<p>For each topic, answer all questions using the text boxes.</p>	<p>If the team decides this topic is an area of concern enter the team’s concern in the text box. Go to step 3.</p> <p>If the team decides this topic is not an area of concern:</p> <ul style="list-style-type: none"> • Enter NA in the text box • Skip step 3 • Continue to the next topic and repeat steps until all questions have been answered. 	<p>Utilize a root cause analysis to determine the core issue(s) contributing to the area of concern.</p> <ul style="list-style-type: none"> • Clearly explain the core issue in the text box • Continue to the next topic and repeat steps until all questions have been answered.

SECTION A: Complete when the educational agency has a verified data appeal.

Section A: Guiding Questions for Verified Data Appeals		
1. Topic: Educational Agency Practices for Reporting Data		
<p>Gather Information:</p> <p>A. Who is responsible for reviewing and ensuring appropriate data is entered into EMIS?</p> <p>B. What is the practice for correcting data reporting errors, to include EMIS noncompliance codes?</p> <p>C. How often do educational agency personnel receive technical assistance and training regarding data reporting?</p> <p>D. How often does the educational agency review procedures and practices surrounding data collection and reporting?</p> <p>NOTE: Submission of procedures and practices specific to reporting data for this indicator is required.</p>	<p>Identify Area of Concern</p>	<p>Determine Cause:</p>

SECTION B: Complete when the educational agency has been flagged for Disproportionate Representation (IND 9 and 10) and/or Significant Disproportionality Identification.

Section B: Guiding Questions for Disproportionate Representation (IND 9&10) and/or Significant Disproportionality Identification		
1. Topic: Intervention Prior to Referral for Evaluation		
<p>Gather Information:</p> <p>A. What is the educational agency’s formal, written process for intervention prior to evaluation for special education services?</p> <p>B. How is the need for intervention communicated and to whom?</p> <p>C. Who is responsible for administrating the intervention process?</p> <p>D. How are interventions monitored, adjusted and individualized based on data?</p> <p>E. Once interventions have been attempted, how is the need for evaluation determined?</p> <p>F. How is the need for evaluation communicated and to whom?</p>	Identify Area of Concern	Determine Cause:
2. Topic: Tiered Supports		
<p>Gather Information:</p> <p>A. Identify the most common <u>sources of referrals</u> to the intervention process for those students who reflect the race/ethnicity and disability category identified as disproportionate in the educational agency’s Special Education Profile (e.g., parents, school-based staff, outside professionals)?</p> <p>B. What are the most common <u>referral concerns</u> for those students who reflect the race/ethnicity and disability category identified as significantly disproportionate in the educational agency’s Special Education Profile?</p> <p>C. Describe the educational agency’s Tier 2 and Tier 3 interventions for addressing referral concerns:</p> <p>D. Describe the educational agency’s process for monitoring student progress while participating in Tier 2 and Tier 3 interventions:</p>	Identify Area of Concern	Determine Cause:
3. Topic: Assessment Considerations		
<p>Gather Information:</p> <p>A. Describe the educational agency’s process for selecting assessments and materials that are free of or minimize racial/cultural biases:</p> <p>B. Who is part of the selection process for these assessments and materials?</p> <p>C. What training have evaluation team members had in selecting assessments and materials that avoid racial/cultural bias?</p> <p>D. What is the process for implementing the use of a new assessment tool?</p>	Identify Area of Concern	Determine Cause:

E. How often are these selections reviewed for relevance?		
4. Topic: Planning and Evaluation Team		
<p>Gather Information:</p> <p>A. Who is part of the educational agency’s evaluation team and how is that determined?</p> <p>B. What is the District Representative’s role specific to the evaluation team?</p> <p>C. How does the team ensure that assessments are administered in a student’s native language and/or student’s mode of communication?</p> <p>D. How does the team ensure that assessments are used for the purpose intended and that the measurement is valid and reliable?</p> <p>E. How does the team guarantee that assessments are administered by trained and appropriately licensed personnel?</p> <p>F. How does the educational agency assure that assessors are trained in: use of assessment tools, interpretation of the data, and communication to the team in a practical way?</p>	Identify Area of Concern	Determine Cause:
5. Topic: Identification of Disability Category		
<p>Gather Information:</p> <p>A. How does the team ensure that no single measure is used as the sole criterion for determining if a student is a student with a disability or for determining an appropriate education program for a student?</p> <p>B. How does the team ensure the student is assessed in all areas of the suspected disability including, where appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, vocational skills, communicative status, and motor abilities?</p> <p>C. How does the team ensure that materials and procedures used to assess students with limited English proficiency are evaluating the extent to which the student has a disability rather than evaluating the student’s English language skills?</p>	Identify Area of Concern	Determine Cause:

<p>6. Topic: Investigation of Records <i>(complete this section using the compliance results from the Department's record review)</i></p>		
<p>Gather Information:</p> <p>A. Did the Student Records demonstrate one or more instances of noncompliance?</p> <p style="padding-left: 20px;">a. If yes, then complete all questions below.</p> <p style="padding-left: 20px;">b. If no, then the team may skip this section.</p> <p>B. Are the noncompliant records for preschool students, school age students, or both?</p> <p>C. Are the areas of noncompliance trending in specific grade bands? Locations? Other?</p> <p>D. What are the trends in areas of noncompliance?</p> <p>E. What is the educational agency's process for ensuring record compliance?</p>	<p>Identify Area of Concern</p>	<p>Determine Cause:</p>
<p>7. Topic: Review of Procedures and Practices <i>(complete this section using the results from the Department's review of procedures and practices)</i></p>		
<p>Gather Information:</p> <p>Complete this section if the educational agency was notified that procedures and practices require revision.</p> <p>A. Does the educational agency have written procedures and practices across all buildings to ensure compliance with the IDEA and appropriate identification?</p> <p>B. How are procedures and practices shared to all staff?</p> <p>C. How often are procedures and practices reviewed?</p>	<p>Identify Area of Concern</p>	<p>Determine Cause:</p>

SECTION C: Complete when the educational agency has been flagged for this indicator in the previous Special Education Profile

Section C: Guiding Questions for Reflection

1. **Topic:** Previous Improvement Plan Implementation (*Reflection*)

Gather Information:	Identify Area of Concern	Determine Cause:
<p>A. Was the previous plan fully implemented as designed, explain:</p> <p>B. Did the educational agency modify how the plan was implemented, explain:</p> <p>C. How does the educational agency ensure that all staff members are aware of plan requirements and changes:</p> <p>D. Considering current educational agency data, has plan implementation lowered the disproportionality risk ratio, explain:</p> <p>E. Describe implementation successes and achievements from the previous plan:</p> <p>F. What challenges has the educational agency had implementing the previous plan:</p> <p>G. How did the educational agency overcome these challenges:</p> <p>H. Does the educational agency have other required or prescribed plans in this indicator area (One Plan, SSIP or other plan)?</p> <p>I. If so, explain how these plans are aligned:</p> <p>J. Who ensures that plans are coordinated, and staff is aware of expectations:</p> <p>K. What revisions or modifications will the educational agency implement in the continued plan to align with indicator requirements and educational agency and student needs:</p> <p>L. Will revisions be required for the use of redirected funds, explain:</p> <p>M. Did the Student Records demonstrate one or more instances of noncompliance?</p> <p style="padding-left: 20px;">i. If yes, then complete all questions below.</p> <p style="padding-left: 20px;">ii. If no or the submission of student records was not required, then the team may skip the remaining questions.</p> <p>N. Are the noncompliant records for preschool students, school age students, or both?</p> <p>O. Are the areas of noncompliance trending in specific grade bands? Locations? Other?</p> <p>P. What are the trends in areas of noncompliance?</p> <p>Q. What is the educational agency’s process for ensuring record compliance?</p> <p>NOTE: Submission of procedures and practices specific to the indicator is required.</p>		

Placement Indicator Analysis

Disproportionality: Placement of Students with Disabilities

Educational Agency:

Internal Retrieval Number (IRN):

Indicator Analysis Team: The Indicator Analysis Team will review and discuss the guiding questions and determine if the topic is an area of concern. If it is an area of concern, the team will determine the root cause.

A consultant from the educational agency's regional state support team must facilitate the Indicator Analysis Team when completing Part B and/or Part C. A team approach is encouraged. Consider involving intervention specialists, general education teachers, special education directors, school administrators, school psychologists, related service providers, and/or community stakeholders.

Educational agencies must complete and upload the entire Indicator Analysis Report, in the original format, to the Monitoring System for review and approval. The Monitoring System can be accessed through OH|ID Workforce. Please see the indicator manual for submission instructions.

Title	Name	Date
Facilitator:		

Complete [SECTION A](#) when the educational agency has a verified data appeal.

Complete [SECTION B](#) when the educational agency has noncompliance to the indicator.

Complete [SECTION C](#) when the educational agency has been flagged for this indicator in the previous Special Education Profile.

Directions for Completing the Indicator Analysis

Step 1: Gather Information	Step 2: Identify Area of Concern	Step 3: Determine Cause
For each topic, answer all questions using the text boxes.	If the team decides this topic is an area of concern enter the team’s concern in the text box. Go to step 3. If the team decides this topic is not an area of concern: <ul style="list-style-type: none"> • Enter NA in the text box • Skip step 3 • Continue to the next topic and repeat steps until all questions have been answered. 	Utilize a root cause analysis to determine the core issue(s) contributing to the area of concern. <ul style="list-style-type: none"> • Clearly explain the core issue in the text box • Continue to the next topic and repeat steps until all questions have been answered.

SECTION A: Complete when the educational agency has a verified data appeal.

Section A: Guiding Questions for Data Appeals		
1. Topic: Educational Agency Practices for Reporting Data		
<p>Gather Information:</p> <p>A. Who is responsible for reviewing and ensuring appropriate data is entered into EMIS?</p> <p>B. What is the practice for correcting data reporting errors, to include EMIS noncompliance codes?</p> <p>C. How often do educational agency personnel receive technical assistance and training regarding data reporting?</p> <p>D. How often does the educational agency review procedures and practices surrounding data collection and reporting?</p> <p>NOTE: Submission of procedures and practices specific to reporting data for this indicator is required.</p>	<p>Identify Area of Concern</p>	<p>Determine Cause:</p>

SECTION B: Complete when the educational agency has been flagged for significant disproportionality.

Section B: Guiding Questions for Significant Disproportionality		
1. Topic: Evaluation Team Data Review		
<p>Gather Information:</p> <p>A. What is the make-up of the evaluation team?</p> <p>B. What is the role of the District Representative specific to the evaluation team?</p> <p>C. How does the team ensure that materials and procedures used to assess students with limited English proficiency are evaluating the extent to which the student has a disability rather than evaluating English language skills?</p> <p>D. How does the team ensure students are assessed in all areas of the suspected disability including, when appropriate, health, vision, hearing, social and emotional skills, general intelligence, academic performance, vocational skills, communication abilities, adaptive skills, and motor abilities?</p>	Identify Area of Concern	Determine Cause:
2. Topic: Least Restrictive Environment		
<p>Gather Information:</p> <p>A. Describe the educational agency’s continuum of alternative placement options.</p> <p>B. How does the Individual Education Program team decide what supports and services are necessary for the student to access the general education curriculum?</p> <p>C. How does the team align supports and services to the least restrictive environment possible?</p> <p>D. What efforts does the educational agency make to educate the student in the school they would attend if they were not a student with a disability?</p> <p>E. What is protocol when supports and services cannot be aligned with educational agency placement options?</p> <p>F. How often is the Least Restrictive Environment (LRE) decision revisited?</p>	Identify Area of Concern	Determine Cause:

3. Topic: Investigation of Records		
<p>Gather Information:</p> <p>A. Did the Student Records demonstrate one or more instances of noncompliance?</p> <p style="padding-left: 20px;">a. If yes, then complete all questions below.</p> <p style="padding-left: 20px;">b. If no, then the team may skip this section.</p> <p>B. Are the noncompliant records for preschool students, school age students, or both?</p> <p>C. Are the areas of noncompliance trending in specific grade bands?</p> <p style="padding-left: 20px;">a. Locations?</p> <p style="padding-left: 20px;">b. Other?</p> <p>D. What are the trends in areas of noncompliance?</p> <p>E. What is the educational agency’s process for ensuring record compliance?</p>	Identify Area of Concern	Determine Cause:
4. Topic: Review of Procedures and Practices		
<p>Gather Information:</p> <p>A. Does the educational agency have written procedures and practices across all buildings to ensure compliance with the IDEA and appropriate placement?</p> <p>B. How are procedures and practices shared to all staff?</p> <p>C. How often are procedures and practices reviewed?</p> <p>NOTE: Submission of procedures and practices specific to this indicator is required.</p>	Identify Area of Concern	Determine Cause:

SECTION C: Complete when the educational agency has been flagged for this indicator in the previous Special Education

Section C: Guiding Questions for Reflection

1. **Topic:** Previous Improvement Plan Implementation (*Reflection*)

Gather Information:	Identify Area of Concern	Determine Cause:
<p>A. Was the previous plan fully implemented as designed, explain:</p> <p>B. Did the educational agency modify how the plan was implemented, explain:</p> <p>C. How does the educational agency ensure that all staff members are aware of plan requirements and changes:</p> <p>D. Considering current educational agency data, has plan implementation lowered the disproportionality risk ratio, explain:</p> <p>E. Describe implementation successes and achievements from the previous plan:</p> <p>F. What challenges has the educational agency had implementing the previous plan:</p> <p>G. How did the educational agency overcome these challenges:</p> <p>H. Does the educational agency have other required or prescribed plans in this indicator area (One Plan, SSIP or other plan)?</p> <p>I. If so, explain how these plans are aligned:</p> <p>J. Who ensures that plans are coordinated, and staff is aware of expectations:</p> <p>K. What revisions or modifications will the educational agency implement in the continued plan to align with indicator requirements and student needs:</p> <p>L. Will revisions be required for the use of redirected funds, explain:</p> <p>M. Did the Student Records demonstrate one or more instances of noncompliance?</p> <p style="padding-left: 20px;">i. If yes, then complete all questions below.</p> <p style="padding-left: 20px;">ii. If no or the submission of student records was not required, then the team may skip the remaining questions.</p> <p>N. Are the noncompliant records for preschool students, school age students, or both?</p> <p>O. Are the areas of noncompliance trending in specific grade bands? Locations? Other?</p> <p>P. What are the trends in areas of noncompliance?</p> <p>Q. What is the educational agency’s process for ensuring record compliance?</p> <p>NOTE: Submission of procedures and practices specific to the indicator is required.</p>		

Indicator Analysis

Indicator 11: Child Find – Timely Initial Evaluations

Educational Agency:

Internal Retrieval Number (IRN):

Indicator Analysis Team: The Indicator Analysis Team will review and discuss the guiding questions and determine if the topic is an area of concern. If it is an area of concern, the team will determine the root cause.

A consultant from the educational agency’s regional state support team must facilitate the Indicator Analysis Team when completing Part B and/or Part C. A team approach is encouraged. Consider involving intervention specialists, general education teachers, special education directors, school administrators, school psychologists, related service providers, and/or community stakeholders.

Educational agencies must complete and upload the entire Indicator Analysis Report, in the original format, to the Monitoring System for review and approval. The Monitoring System can be accessed through OH|ID Workforce. Please see the indicator manual for submission instructions.

Title	Name	Date
Facilitator:		

Complete [SECTION A](#) when the educational agency has a verified data appeal.

Complete [SECTION B](#) when the educational agency has noncompliant timelines.

Complete [SECTION C](#) when the educational agency has been flagged for this indicator in the previous Special Education Profile.

Directions for Completing the Indicator Analysis

Step 1: Gather Information	Step 2: Identify Area of Concern	Step 3: Determine Cause
<p>For each topic, answer all questions using the text boxes.</p>	<p>If the team decides this topic is an area of concern enter the team’s concern in the text box. Go to step 3.</p> <p>If the team decides this topic is not an area of concern:</p> <ul style="list-style-type: none"> • Enter NA in the text box • Skip step 3 • Continue to the next topic and repeat steps until all questions have been answered. 	<p>Utilize a root cause analysis to determine the core issue(s) contributing to the area of concern.</p> <ul style="list-style-type: none"> • Clearly explain the core issue in the text box • Continue to the next topic and repeat steps until all questions have been answered.

SECTION A: Complete when the educational agency has a verified data appeal.

Section A: Guiding Questions for Verified Data Appeals		
1. Topic: Educational Agency Practices for Reporting Data		
<p>Gather Information:</p> <p>A. Who is responsible for reviewing and ensuring appropriate data is entered into EMIS?</p> <p>B. What is the practice for correcting data reporting errors, to include EMIS noncompliance codes?</p> <p>C. How often do educational agency personnel receive technical assistance and training regarding data reporting?</p> <p>D. How often does the educational agency review procedures and practices surrounding data collection and reporting?</p> <p>NOTE: Submission of procedures and practices specific to reporting data for this indicator is required.</p>	<p>Identify Area of Concern</p>	<p>Determine Cause:</p>

SECTION B: Complete when the educational agency has noncompliant timelines.

Section B: Guiding Questions for Noncompliant Timelines		
1. Topic: Process for Referral for Special Education Assessment:		
Gather Information: A. How many referrals were made for initial evaluations in the previous school year? B. Who (title) is responsible for tracking referrals? C. Of these referrals, how many students received interventions prior to referral? D. How many students received interventions after referral?	Identify Area of Concern	Determine Cause:
2. Topic: Compliance to the 60-day Timeline:		
Gather Information: A. What is the process to ensure that initial evaluations are completed within the 60-day timeline? B. How is educational agency process allowing for enough time in case of last-minute cancelations? C. What are most common reasons for the educational agency exceeding 60-day timeline? What are the causes? D. What steps are taken when it appears that the 60-day timeline will not be met? E. How does the educational agency deal with and track the timeline for initial evaluations for students placed outside of their DOR?	Identify Area of Concern	Determine Cause:
3. Topic: Options to Ensure Families Have Multiple Opportunities to Participate in Evaluation Team Meetings:		
Gather Information: A. When do evaluation team meetings take place? B. What participation options does the educational agency offer for remote or alternate locations, and how does the educational agency ensure families have appropriate access to these alternative options? C. What scheduling options are available to families? D. What supports are in place for families who have questions regarding the initial evaluation process?	Identify Area of Concern	Determine Cause:

4. Topic: Staff Training on Procedures and Practices:		
<p>Gather Information: Complete this section if the educational agency was notified that procedures and practices require revision.</p> <p>G. Does the educational agency have written procedures and practices across all buildings to ensure compliance with the 60-day timeline?</p> <ul style="list-style-type: none"> a. How are the procedures and practices shared? b. When are the procedures and practices reviewed? <p>H. How are key personnel trained in IETR procedures including referral, prior written notice, use of the planning form and written, parental consent?</p> <p>I. What types of technical assistance has the educational agency received from the SST or ESC and how is it shared with staff?</p>		<p>Determine Cause:</p>

SECTION C: Complete when the educational agency has been flagged for this indicator in the previous Special Education Profile

Section C: Guiding Questions for Reflection		
2. Topic: Previous Improvement Plan Implementation (Reflection)		
<p>Gather Information:</p> <p>A. Was the previous plan fully implemented as designed, explain:</p> <p style="padding-left: 20px;">i. Did the educational agency modify how the plan was implemented, explain:</p> <p>B. How does the educational agency ensure that all staff members are aware of plan requirements and changes:</p> <p>C. Considering current educational agency data, has plan implementation resulted in decreased instances of noncompliance, explain:</p> <p>D. Describe implementation successes and achievements from the previous plan:</p> <p>E. What challenges has the educational agency had implementing the previous plan:</p> <p style="padding-left: 20px;">i. How did the educational agency overcome these challenges:</p> <p>F. Does the educational agency have other required or prescribed plans in this indicator area (One Plan, SSIP or other plan)?</p> <p style="padding-left: 20px;">i. If so, explain how these plans are aligned:</p> <p style="padding-left: 20px;">ii. Who ensures that plans are coordinated, and staff is aware of expectations:</p> <p>G. What revisions or modifications will the educational agency implement in the continued plan to align with indicator requirements and educational agency and student needs:</p>	<p>Identify Area of Concern</p>	<p>Determine Cause:</p>



Indicator Analysis

Indicator 13: Secondary Transition

Educational Agency :

Internal Retrieval Number (IRN):

Indicator Analysis Team: The Indicator Analysis Team will review and discuss the guiding questions and determine if the topic is an area of concern. If it is an area of concern, the team will determine the root cause.

A consultant from the educational agency's regional state support team must facilitate the Indicator Analysis Team when completing Part B and/or Part C. A team approach is encouraged. Consider involving intervention specialists, general education teachers, special education directors, school administrators, school psychologists, related service providers, and/or community stakeholders.

Educational agencies must complete and upload the entire Indicator Analysis, in the original format, to the Monitoring System for review and approval. The Monitoring System can be accessed through OH|ID Workforce. Please see the indicator manual for submission instructions.

Title	Name	Date
Facilitator:		

Complete [SECTION A](#) when the educational agency has a verified data appeal.

Complete [SECTION B](#) when the educational agency has noncompliance to the indicator.

Complete [SECTION C](#) when the educational agency has been flagged for this indicator in the previous Special Education Profile.

Directions for Completing the Indicator Analysis

Step 1: Gather Information	Step 2: Identify Area of Concern	Step 3: Determine Cause
For each topic, answer all questions using the text boxes.	If the team decides this topic is an area of concern enter the team’s concern in the text box. Go to step 3. If the team decides this topic is not an area of concern: <ul style="list-style-type: none"> • Enter NA in the text box • Skip step 3 • Continue to the next topic and repeat steps until all questions have been answered. 	Utilize a root cause analysis to determine the core issue(s) contributing to the area of concern. <ul style="list-style-type: none"> • Clearly explain the core issue in the text box • Continue to the next topic and repeat steps until all questions have been answered.

SECTION A: Complete when the educational agency has a verified data appeal.

Section A: Guiding Questions for Verified Data Appeals		
1. Topic: Educational Agency Practices for Reporting Data		
<p>Gather Information:</p> <p>A. Who is responsible for reviewing and ensuring appropriate data is entered into EMIS?</p> <p>B. What is the practice for correcting data reporting errors, to include EMIS noncompliance codes?</p> <p>C. How often do educational agency personnel receive technical assistance and training regarding data reporting?</p> <p>D. How often does the educational agency review procedures and practices surrounding data collection and reporting?</p> <p>NOTE: Submission of procedures and practices specific to reporting data for this indicator is required.</p>	<p>Identify Area of Concern</p>	<p>Determine Cause:</p>

SECTION B: Complete when the educational agency has noncompliance to this indicator.

Section B: Guiding Questions for Postsecondary Transition Plan Noncompliance		
1. Topic: Procedures and Practices for Development and Monitoring of Transition Plans:		
Gather Information: Complete if the educational agency was notified that practices and procedures is required.	Identify Area of Concern	Determine Cause:
<ul style="list-style-type: none"> A. Does the educational agency have procedures and practices regarding the implementation of Transition Plans? B. What procedures and practices does the educational agency have to ensure every student with a disability age 14 and older receives individualized transition services? C. How are staff trained/informed of the Indicator 13 checklist requirements and other post-secondary transition planning resources? D. What is educational agency practice for including external partners and resources in transition planning? E. Who (title) is responsible for ensuring that Transition Plans are developed and implemented when required? F. Who is responsible for ensuring that Transition Plans are amended as appropriate? 		
2. Topic: Family Engagement and Post-Secondary Programs:		
Gather Information:	Identify Area of Concern	Determine Cause:
<ul style="list-style-type: none"> A. What is educational agency practice for involving families and students in transition planning? B. How are families and students made aware of career-technical and/or post-secondary programs available within the educational agency or partner location(s)? C. How does the educational agency ensure equal access to career pathways or career planning resources for students with disabilities? 		
3. Topic: Investigation of Records and Indicator 13 Checklist <i>(complete section below using the results from the Investigation of Records):</i>		
Gather Information:	Identify Area of Concern	Determine Cause:
<ul style="list-style-type: none"> A. Did all student records demonstrate compliance for all areas of the Indicator 13 checklist? <ul style="list-style-type: none"> a. If yes, then the team may skip this section. b. If no, then complete all questions below. B. Are the areas of noncompliance trending in specific items on the Indicator 13 checklist? C. Are there areas of noncompliance trending for specific buildings within the educational agency, for specific disability categories, other? 		

D. How does the educational agency utilize the Indicator 13 checklist to ensure compliance of transition plans and implementation of appropriate transition services and activities?		
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SECTION C: Complete when the educational agency has been flagged for this indicator in the previous Special Education Profile

Section C: Guiding Questions for Reflection		
3. Topic: Previous Improvement Plan Implementation (<i>Reflection</i>)		
Gather Information:	Identify Area of Concern	Determine Cause:
<p>A. Was the previous plan fully implemented as designed, explain:</p> <p>B. Did the educational agency modify how the plan was implemented, explain:</p> <p>C. How does the educational agency ensure that all staff members are aware of plan requirements and changes:</p> <p>D. Considering current educational agency data, has plan implementation resulted in decreased instances of noncompliance, explain:</p> <p>E. Describe implementation successes and achievements from the previous plan:</p> <p>F. What challenges has the educational agency had implementing the previous plan:</p> <p>G. How did the educational agency overcome these challenges:</p> <p>H. Does the educational agency have other required or prescribed plans in this indicator area (One Plan, SSIP or other plan)?</p> <p>I. If so, explain how these plans are aligned:</p> <p>J. Who ensures that plans are coordinated, and staff is aware of expectations:</p> <p>K. What revisions or modifications will the educational agency implement in the continued plan to align with indicator requirements and student needs:</p> <p>L. Will revisions be required for the use of redirected funds, explain:</p> <p>M. Did the Student Records demonstrate one or more instances of noncompliance?</p> <p> i. If yes, then complete all questions below.</p> <p> ii. If no, or the submission of student records was not required, then the team may skip the remaining questions.</p> <p>N. Are the noncompliant records for preschool students, school age students, or both?</p> <p>O. Are the areas of noncompliance trending in specific grade bands? Locations? Other?</p> <p>P. What are the trends in areas of noncompliance?</p> <p>Q. What is the educational agency’s process for ensuring record compliance?</p>		

Indicator Analysis Alternate Assessment Participation

Educational Agency:

Internal Retrieval Number (IRN):

Indicator Analysis Team: The Indicator Analysis Team will review and discuss the guiding questions and determine if the topic is an area of concern. If it is an area of concern, the team will determine the root cause.

A consultant from the educational agency’s regional state support team must facilitate the Indicator Analysis Team when completing Part B and/or Part C. A team approach is encouraged. Consider involving intervention specialists, general education teachers, special education directors, school administrators, school psychologists, related service providers, and/or community stakeholders.

Educational agencies must complete and upload the entire Indicator Analysis Report, in the original format, to the Monitoring System for review and approval. The Monitoring System can be accessed through OH|ID Workforce. Please see the indicator manual for submission instructions.

Title	Name	Date
SST Facilitator:		

Complete [SECTION A](#) when the educational agency has a verified data appeal.

Complete [SECTION B](#) when the educational agency has not met the established indicator target(s).

Complete [SECTION C](#) when the educational agency has been flagged for this indicator in the previous Special Education Profile.

Directions for Completing the Indicator Analysis

Step 1: Gather Information	Step 2: Identify Area of Concern	Step 3: Determine Cause
<p>For each topic, answer all questions using the text boxes.</p>	<p>If the team decides this topic is an area of concern enter the team’s concern in the text box. Go to step 3.</p> <p>If the team decides this topic is not an area of concern:</p> <ul style="list-style-type: none"> • Enter NA in the text box • Skip step 3 • Continue to the next topic and repeat steps until all questions have been answered. 	<p>Utilize a root cause analysis to determine the core issue(s) contributing to the area of concern.</p> <ul style="list-style-type: none"> • Clearly explain the core issue in the text box • Continue to the next topic and repeat steps until all questions have been answered.

SECTION A: Complete when the educational agency has a verified data appeal.

Section A: Guiding Questions for Verified Data Appeals		
1. Topic: Educational Agency Practices for Reporting Data		
<p>Gather Information:</p> <p>A. Who is responsible for reviewing and ensuring appropriate data is entered into EMIS?</p> <p>B. What is the practice for correcting data reporting errors, to include EMIS noncompliance codes?</p> <p>C. How often do educational agency personnel receive technical assistance and training regarding data reporting?</p> <p>D. How often does the educational agency review procedures and practices surrounding data collection and reporting?</p> <p>NOTE: Submission of procedures and practices specific to reporting data for this indicator is required.</p>	<p>Identify Area of Concern</p>	<p>Determine Cause:</p>

SECTION B: Complete when the educational agency has not met the established indicator target(s).

Section B: Guiding Questions for not Meeting Indicator Target(s)		
1. Topic: Procedures and Practices		
Gather Information: Complete this section if the educational agency was notified that procedures and practices require revision:	Identify Area of Concern	Determine Cause:
<ul style="list-style-type: none"> A. Do IEP teams utilize the Alternate Assessment Decision Making Tool? B. Does the educational agency have written procedures and practices for determining participation in the alternate assessment? C. If not, how do IEP teams decide which students are eligible for participating in the alternate assessment? D. How do IEP teams confirm that students identified for the alternate assessment have a disability that significantly impacts intellectual functioning? E. How do IEP teams confirm that students who are placed on the alternate assessment have adaptive behavior skills assessments and/or goals included in their IEPs? 		
2. Topic: Training for Educational Agency Staff Regarding Alternate Assessment Eligibility		
Gather Information:	Identify Area of Concern	Determine Cause:
<ul style="list-style-type: none"> A. How often are staff trained on alternate assessment participation criteria? <ul style="list-style-type: none"> i. Who receives this training? ii. Who provides the training? B. Is your Educational Agency aware of the Alternate Assessment Test Administration Certification course created by the Office of Assessment? C. What professional learning opportunities are available to address meeting the needs of diverse learners? D. What coaching or supports are provided as follow-up to educational agency professional learning? 		
3. Topic: Family Involvement		
Gather Information:	Identify Area of Concern	Determine Cause:
<ul style="list-style-type: none"> A. How does the educational agency ensure that parents are part of the IEP team decision for alternate assessment eligibility? B. What is educational agency practice for discussing alternate assessment with parents in relation to post-secondary outcomes for students at all grade levels? C. How does the Educational Agency document this conversation with the parent? 		

4. Topic: Student Data Exploration

Gather Information:		
<p>A. Are there high numbers of students consistently performing above proficient in all content areas on the alternate assessment?</p> <ul style="list-style-type: none">i. Are there patterns across schools or grade levels?ii. What would account for these patterns? <p>B. Students identified with the disability categories listed below will very rarely meet the criteria to qualify for participation in alternate assessment. For each disability category, identify the number of students who are alternately assessed in the educational agency:</p> <ul style="list-style-type: none">i. Deafness/Hearing Impairmentii. Visual Impairmentiii. Orthopedic Impairmentiv. Emotional Disturbancev. Other Health Impaired – Minorvi. Other Health Impaired – Major <p>C. Of the disability categories above, which two categories have the largest number of students participating in the Alternate Assessment?</p> <p>D. Explore each category’s data separately for possible commonalities, patterns or trends (building, grade level, teacher, school psychologist, receiving services outside the educational agency, other):</p> <ul style="list-style-type: none">i. Now, compare the data of both categories and identify commonalities, patterns or trends:ii. What other factors within the educational agency may be causing a higher number of students being alternately assessed (enrollment changes, expansion of services, other)?	<p>Identify Area of Concern</p>	<p>Determine Cause:</p>

5. Topic: Participation Rates
(If this topic is an area of concern for the Educational Agency, the Disproportionality Calculator is a required activity in the Improvement Plan)

<p>Gather Information:</p> <p>A. How are participation rates different for certain subgroups (e.g., black, Hispanic, Asian, white, English learners, economically disadvantaged) as compared to other subgroups?</p> <p>B. Are trends evident that show participation of a subgroup increasing or decreasing over time (i.e., three years)?</p> <p>C. How are general education teachers and intervention specialists encouraged to use culturally responsive curricula and evidence-based practices for English learners in their classrooms?</p>	<p>Identify Area of Concern</p>	<p>Determine Cause:</p>
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SECTION C: Complete when the Educational Agency has been flagged for this indicator in the previous Special Education Profile.

Section C: Guiding Questions for Reflection

<p>1. Topic: Previous Improvement Plan Implementation <i>(Reflection)</i></p>		
<p>Gather Information:</p> <p>A. Was the previous plan fully implemented as designed, explain:</p> <p style="padding-left: 20px;">i. Did the Educational Agency modify how the plan was implemented, explain:</p> <p>B. How does the Educational Agency ensure that all staff members are aware of plan requirements and changes:</p> <p>C. Considering current educational agency data, has plan implementation resulted in progress toward meeting performance targets, explain:</p> <p>D. Describe implementation successes and achievements from the previous plan:</p> <p>E. What challenges has the educational agency had implementing the previous plan:</p> <p style="padding-left: 20px;">ii. How did the educational agency overcome these challenges:</p> <p>F. Does the educational agency have other required or prescribed plans in this indicator area (One Plan, SSIP or other plan)?</p> <p style="padding-left: 20px;">iii. If so, explain how these plans are aligned:</p> <p style="padding-left: 20px;">iv. Who ensures that plans are coordinated, and staff is aware of expectations:</p> <p>G. What revisions or modifications will the educational agency implement in the continued plan to align with indicator requirements and educational agency and student needs?</p>	<p>Identify Area of Concern</p>	<p>Determine Cause:</p>



Appendix 3: Definitions and Resource Links

Definitions and Resource Links

The following are definitions of terms encountered during review activities:

Accountability/Ohio School Report Card Spreadsheets – This series of report cards and spreadsheets summarizes the accountability data that educational agencies submit to the Department’s Education Management Information System (EMIS). The spreadsheets are designed to help educational agencies understand how the data they submit will be used in calculations of achievement rates, attendance rates, graduation rates, and other factors.

Benchmarks – These are expected levels of performance. Some benchmarks are indicated on the educational agency and building Local Report Cards and include the Adequate Yearly Progress (AYP) goals associated with the *No Child Left Behind Act*.

Example: Federal AYP requirements identify a series of standards that each school and educational agency must reach.

CCIP – The Comprehensive Continuous Improvement Plan (CCIP) is a unified grants application and planning system used by the Department. The CCIP contains the goals, strategies, and action steps for all grants in the CCIP. Grant applicants and recipients plan and revise budgets, submit Project Cash Requests (PCRs) and Final Expenditure Reports (FERs) and communicate with Department representatives through log entries. Department representatives use the CCIP to monitor financial activities of grantees. The CCIP also hosts a document library with resources for grant recipients regarding policies, legislation and compliance guidelines. The ED STEPS system will replace the CCIP in the near future(?).

Data Analysis – Data analysis is conducted by the educational agency with the assistance of the SST to identify strengths and weaknesses through quantitative and qualitative indicators. The results may indicate necessary professional development or other areas that emphasize the improvement of educational results and functional outcomes for students with disabilities.

Disaggregated Data – Disaggregated data points are those that have been separated into components. For example, educational agency data can be disaggregated to show individual building data, and student data can be separated into various demographic subgroups (for example, the educational agency’s current Special Education Profile data).

Disproportionality – Disproportionality is an equity measure and occurs when students from a racial or ethnic group are identified for special education, placed in more restrictive settings, or disciplined at markedly higher rates than their peers. Disproportionality becomes significant when the overrepresentation exceeds a threshold defined by each state.

ED STEPS – The Education Department System of Tiered E-Plans and Supports (ED STEPS) will increase coordination and streamline the timelines and processes for assessing needs, planning, and applying for funds. Ohio was a pioneer in the development of the Comprehensive Continuous Improvement Plan (CCIP) that is used throughout the nation. The ED STEPS system will replace the CCIP. As a part of the ED STEPS project, the One Needs Assessment and One Plan have been developed to assist with creating quality improvement plans.

Educational Agency – as defined in the Operating Standards for the Education of Children with Disabilities:

- (a) School districts, including school districts of service, open enrollment school districts, community schools, the Ohio department of youth services, and joint vocational school districts;
- (b) Juvenile justice facilities, educational service centers, county boards of developmental disabilities; and
- (c) Any department; division; bureau; office; institution; board; commission; committee; authority; or other state or local agency, other than a school district or an agency administered by the department of developmental disabilities, that provides or seeks to provide special education or related services to children with disabilities, unless Chapter 3323. of the Revised Code, or a rule adopted by the state board of education specifies that another school district, other educational agency, or other agency, department, or entity is responsible for ensuring compliance with Part B of the IDEA.

EMIS – The Education Management Information System (EMIS) is the statewide data collection system for Ohio’s primary and secondary education programs. The EMIS provision in law ([Ohio Law](#)) requires that certain student, staff, and financial data elements be collected and maintained by school districts and subsequently submitted to the Department.

EMIS provides the architecture and standards for reporting data to the Department. School districts, data processing centers operated by ITCs, and other EMIS reporting entities are linked for the purposes of transferring data to the Department. One of the primary functions of EMIS is to streamline state and federal reporting requirements for school districts. EMIS also provides a streamlined system for educational agencies to report information required to receive state funding and to determine eligibility for federal funding. For more information, please [consult this page](#).

FAPE – Section 1401(9) of IDEA defines FAPE as “special education and related services that—(A) have been provided at public expense, under public supervision, and direction, and without charge;(B) meet the standards of the State educational agency;(C) include an appropriate preschool, elementary school, or secondary school education in the State involved; and (D) are provided in conformity with the individualized education program required under section 1414(d)” of Chapter 33 of IDEA. FAPE is the entitlement of a child with a disability, as IDEA defines that term, with the IEP serving as a means by which this entitlement is mapped out. While each child’s education must be free and while a public agency provides and pays for that education, what is “appropriate” for one child will not necessarily be appropriate for another. Determining what is appropriate for a specific child requires an individualized evaluation in which the child’s strengths and weaknesses are identified in detail.

Finding of Noncompliance – A finding is defined as a written notification from the state to an educational agency that contains the state’s conclusion that the educational agency is in noncompliance, and that includes the citation of the regulation and a description of the quantitative and/or qualitative data supporting the state’s conclusion of noncompliance with the regulation.

Formative Assessment – When incorporated into classroom practice, formative assessments provide information that teachers can use to assess student understanding of grade-level content standards while instruction is occurring. This type of assessment provides information that allows the teacher to adjust instruction at a time when adjustments can enhance student learning. It also informs the student about their progress in mastering grade-level content standards. A formative assessment does not replace a summative assessment, since the two types of assessment differ in purpose. The primary purpose of a formative assessment is to measure student understanding during instruction, while a summative assessment measures student mastery after instruction has occurred.



IDEA – Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children. The IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 7.5 million (as of school year 2018-19) eligible infants, toddlers, children, and youth with disabilities.

Infants and toddlers, birth through age 2, with disabilities and their families receive early intervention services under IDEA Part C. Children and youth ages 3 through 21 receive special education and related services under IDEA Part B.

Indicator – An indicator is a data point that measures how well an educational agency, or the state is performing within a priority area. The State Performance Plan (SPP) includes 20 indicators designed to measure state and district efforts to implement the requirements and purposes of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

Example: The performance of students with disabilities on statewide reading achievement tests is an indicator.

One Needs Assessment and One Plan – The One Needs Assessment and One Plan are designed to allow educational agencies (including community schools) to identify all their needs in a single location to drive effective planning and funding applications. It is a systemic consolidated district planning tool for all district operations, strategically aligned to funding and resources, and focused on improving outcomes for all students.

Parent – Under FERPA, a “parent” means a parent of a student and includes a natural parent, a guardian or an individual acting as a parent in the absence of a parent or guardian. 34 CFR § 99.3 definition of “Parent.” Additionally, in the case of the divorce or separation of a student’s parents, schools are required to give full rights under FERPA to either parent, unless the school has been provided with evidence that there is a court order, State statute or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights. 34 CFR § 99.4.

Root Cause – A root cause is the deepest underlying cause, or causes, of performance needs.

Evidence-based Research – Defined in IDEA as “research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.”

Supplemental Aids and Services – Means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

Summative Assessment – A summative assessment provides a measurement of student mastery of grade-level content standards after instruction has occurred. Unlike a formative assessment, a summative assessment does not provide information that can assist teachers in making instructional adjustments during the actual learning process, but it does help measure the overall effectiveness of instructional practices and programs. Examples of summative assessments include standardized state-level assessments and interim district and classroom assessments, such as end-of-unit or semester exams. The results of summative assessments can be used as part of the district and state accountability measures, as in the case of standardized statewide assessments. They also can be used in the grading process, as in the case of district and classroom developed assessments.



State Systemic Improvement Plan (SSIP) – IDEA requires each state to have a Part B State Performance Plan to evaluate the state’s efforts to implement the requirements and purposes of Part B of IDEA and to describe how the state will improve such implementation. The SSIP includes rigorous and measurable targets for required indicators.

State Support Teams (SST) – Ohio’s state support system includes 16 regional State Support Teams that use a connected set of tools to improve instructional practice and student performance on a continuing basis.



Resource Links:

[Special Education Profiles](#)

[Ohio's Special Education Ratings](#)

[Special Education Methodology Updates and Target Setting](#)

Indicators 1 & 2

- [Indicators 1 & 2 Frequently Asked Questions](#)
- [Keeping Students with Disabilities on Track for Graduation](#)
- [Students with IEPs and Graduation](#)
- [Students with IEPs Graduation Decision Making Tool](#)
- [Graduation Plans and Policies for Identifying Students at Risk of Not Graduating](#)

Indicators 4a and 4b

- Significant Discrepancy in Long-Term Suspensions/Expulsions (Indicator 4a) | [Fact Book](#)
- Significant Discrepancy in Long-Term Suspensions/Expulsions by Race/Ethnicity (Indicator 4b) | [Fact Book](#)

Indicators 9 & 10

- Disproportionate Representation of Racial/Ethnic Groups Identified with Disabilities (Indicator 9) and Specific Disability Categories (Indicator 10) | [Fact Book](#)
- [Addressing Significant disproportionality in Ohio](#)

Indicator 11

- [Evaluation Roadmap](#)
- [A Guide to Parent Rights in Special Education](#)

Indicator 13

- [Indicator 13 Checklist](#)
- [Secondary Transition Roadmap](#)

Additional Resources:

[IDEA Monitoring Process](#)

[Ohio School Report Cards](#)

[Value Added Resources](#)

[The Department Data Tools](#)

[Required and Optional Special Education Forms](#)

[Ohio's Evidence-Based Clearinghouse](#)

[One Needs Assessment](#)

[One Plan](#)