OEC March Office Hours

IDEA Special Education Indicators Training

The Story of Amira

Welcome!

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Participant Information

- Mics and cameras off
- Comments/questions in the Q&A section
- If you have questions that DO NOT pertain to today's topic, please add them to the session evaluation survey
- If you have a question that is specific to a student, please reach out to the Office for Exceptional Children mailbox at exceptionalchildren@education.ohio.gov
- If you have a question related to the data included in the indicator calculations reach out to the Office of Accountability IDEA Data team at SPED.Data@education.ohio.gov

OEC Updates

SUPPORTS AND MONITORING INFORMATION SESSION

1:00 PM on April 2, 2026

Bridging Literacy and Special Education for Student Success

1:00 PM on May 7, 2026

Overview of Phase 4 of the Desk Review

Visit our SAMIS webpage below to access the meeting link:
Supports and Monitoring Information Session (SAMIS) | Ohio Department of Education and Workforce

Ohio THE HEART OF IT ALL

Special Education Newsletter

- Sign up to receive the OEC Newsletter!

- https://public.govdelivery.com/accounts/OHED/subscriber/new
  - Special Education Updates

OEC OFFICE HOURS SESSIONS

- Last Wednesday of the month
- 3:00-4:00pm
- April: IMTSS & OCALI Resources
- Audience: all stakeholders

Check website for updated topics and sessions!

https://education.ohio.gov/Topics/Special-Education/Office-of-Exceptional-Children-Contact-Information

SESSION EVALUATION

https://forms.office.com/g/c8VZyZd6R9

IDEA INDICATORS

Amira's Journey through the Special Education Essential Questions and their Indicators

Created using materials from the Arizona Department of Education:

Miguel-A Student's Educational Timeline Using the SPP/APR Indicators

Special Education Indicators

Essential Questions

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

EARLY SIGNS AND INITIAL CONCERNS

This is Amira.

She has been receiving early intervention services since she was 6 months old.

Note: Early intervention services for infants and toddlers with disabilities (birth–3) is known as Part C of IDEA.

EARLY CHILDHOOD TRANSITION FROM PART C TO PART B (INDICATOR 12) AND INITIAL EVALUATION TIMELINES (INDICATOR 11)

At age 2 ½, Amira was referred by Part C to Part B. Her school conducted an evaluation.

Amira was found to be eligible for Part B services. Her school had an individualized education program (IEP) in place by her third birthday (Indicator 12).

Children who are not evaluated through Part C are evaluated within 60 days of receiving informed written consent from the parent (Indicator 11).

Note: Special education and related services for individuals with disabilities (aged 3–21) are known as Part B of IDEA.

AMIRA'S JOURNEY THROUGH IDEA INDICATORS 11 & 12

12: Part C to Part B
11: Initial Evaluation Timeline

Indicator 12: EMIS GE Records & Dept of Children and Youth Part C data. District of Residence is accountable district.

Indicator 11: EMIS GE Records. District of Service is accountable district

PRESCHOOL EDUCATIONAL ENVIRONMENTS (INDICATOR 6)

The IEP team decided on the best placement for Amira. There is a continuum of services and placements that vary based on a child's need but may include settings like a regular early childhood program, separate special education class, separate school, residential facility, or home environment.

She was placed in a regular early childhood program.

Importance of Inclusion

- Inclusion in the classroom allows all students, including those with disabilities, to learn from one another and cultivate social skills.

Peer Interaction

- Learning alongside peers encourages engagement and cooperation, which enhances the educational experience for all students.

Fostering Independence

- A least restrictive environment promotes independence among students with disabilities, helping them to develop essential life skills.

AMIRA'S JOURNEY THROUGH IDEA INDICATORS 6

12: Part C to Part B
11: Initial Evaluation Timeline

6: Preschool Educational Environments

Indicator 6: EMIS GE Records. District of Residence is accountable district.

Indicator 6 Technical Document

INDICATOR 7: PRESCHOOL OUTCOMES

At age 5, Amira exited preschool. Upon exit, she was given a benchmark to assess her progress. She was given a similar benchmark upon entry into preschool.

Importance of Progress Monitoring

- Regular progress monitoring enables timely adjustments to educational strategies, ensuring that individual goals are being met effectively.

Annual Reviews

- Annual reviews provide a comprehensive evaluation of Amira's growth over the year, facilitating informed decisions for future planning.

Adjusting Educational Plans

- Adjusting educational plans based on monitoring results ensures that Amira receives the support needed to succeed.

AMIRA'S JOURNEY THROUGH IDEA INDICATORS 7

12: Part C to Part B
11: Initial Evaluation Timeline

7: Preschool Outcomes

6: Preschool Educational Environments

Indicator 7: EMIS GE Records, FA Records. District of Residence is accountable district.

Indicator 5: School-Age Environment

- At age 5 ½, Amira began kindergarten.

  The IEP team decided which environment would be best for her. There is a full continuum of services considered for educational environments. Some examples include inside the regular class, separate class, separate school, residential facility, or homebound/hospital.

- Amira was served in a regular class for more than 80% of the day.

AMIRA'S JOURNEY THROUGH IDEA INDICATORS 5

12: Part C to Part B
11: Initial Evaluation Timeline

7: Preschool Outcomes

6: Preschool Educational Environments

5: School-Age Educational Environment

Indicator 5: EMIS GE Records. District of Residence is accountable district.

Indicator 5 Technical Document

INDICATOR 9: DISPROPORTIONATE REPRESENTATION ALL DISABILITIES

- Amira's school submitted data to the State each year regarding the number of children identified as receiving special education or related services by race/ethnicity.

- Amira's school was not found to have disproportionate representation. For example, they were not overidentifying Black or African American students as students with disabilities excessively higher than other races/ethnicities.

Indicator 10: Disproportionate Representation in Specific Disability Categories

- Indicator 10 looks at the number of children identified as receiving special education or related services by race/ethnicity **in the following specific disability categories.**

- Autism
- Intellectual disabilities (ID)
- Specific learning disabilities (SLD)
- Emotional disturbance (ED)
- Other health impairment (minor) (OHI)
- Speech or language impairments (SLI)

Amira's school was not overidentifying Black or African American students with SLD excessively higher than Black or African American students with other disabilities.

PARENTAL INVOLVEMENT AND COLLABORATION (INDICATOR 8)

Amira's parents gave feedback on the parent involvement survey when they were asked to.

- The survey asks questions regarding their level of involvement in their child's educational decisions and how connected they feel to the school and their child's progress.

What Indicator 8 Measures

- Indicator 8 reflects how parents perceive their involvement in their child's special education program.
- The data comes from the *Special Education Family Survey*, which asks families about communication, IEP understanding, collaboration with educators, and how supported they feel.

Who Receives the Survey

- The survey is **not administered every year** to all families.
- Ohio uses **six statewide cohorts**, and only families in the **assigned cohort for that year** receive the survey.
- This means families participate **once every six years**, depending on their district's cohort rotation.

Why Indicator 8 Matters

- Results show how well schools build partnerships with families.
- Feedback from the cohort cycle helps districts strengthen communication, improve IEP processes, and guide statewide family engagement efforts.

AMIRA'S JOURNEY THROUGH IDEA INDICATORS 8, 9, & 10

Indicator 9: EMIS GI & FD Records. District of Residence is accountable district.

[Indicator 9 Technical Document]
[Indicator 10 Technical Document]

9 &10: Disproportionate Representation

8: Parent Involvement

Indicator 8: Special Education Family Survey conducted by The Ohio State University's Center on Education and Training for Employment and the Ohio Statewide Family Engagement Center. District of Service is accountable district.

DISCIPLINE AND BEHAVIORAL INCIDENTS (INDICATOR 4)

Positive Learning Environment

A positive learning environment fosters student engagement and encourages constructive behavior among students.

Fair Management Strategies

Fair management strategies are essential for addressing discipline and behavioral incidents effectively and constructively.

Constructive Feedback

Providing constructive feedback helps students understand expectations and improves their behavioral responses in the classroom.

Indicator 4A: Suspension/Expulsion

There were times when Amira was removed from the classroom for disciplinary reasons. Indicator 4A reports if the school has a significant discrepancy in the rate of out-of-school suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

Amira's school was not found to have a significant discrepancy. This means her school was not removing students with IEPs at an excessively higher rate than students without disabilities.

Indicator 4B: Suspension/Expulsion

Each year, the state analyzed discipline data to check if, within each school, students with IEPs from one particular race/ethnicity were being suspended/expelled (out-of-school) greater than 10 days at a higher rate than students with IEPs from other races/ethnicities.

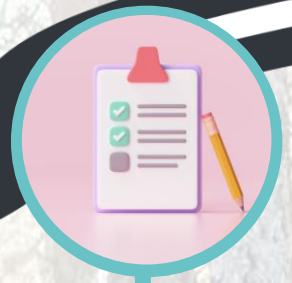
Amira's school was not found to be removing Black or African American students with IEPs at an excessively higher rate than other races/ethnicities with IEPs in her school.

AMIRA'S JOURNEY THROUGH IDEA INDICATORS 4

Indicator4: EMIS GD, GI & FD Records. District where disciplined is accountable district.

9 &10: Disproportionate Representation

4: Suspension/ Expulsion



6: Preschool Educational Environments

5: School-Age Educational Environment

8: Parent Involvement

ACADEMIC PERFORMANCE AND ASSESSMENTS (INDICATOR 3)

Tracking Academic Performance

Regular assessments play a crucial role in monitoring students' academic performance and effectiveness of teaching methods.

Guiding Instructional Strategies

Assessments help educators tailor instructional strategies based on students' strengths and weaknesses.

Importance of Appropriate Assessments

Indicator 3 underlines the necessity of suitable assessments that cater to the needs of all students for fair evaluation.

AMIRA'S JOURNEY THROUGH IDEA INDICATORS 3

Indicator 3: EMIS FA Records. District where assessed is accountable district.

[Indicator 3 Technical Document]

9 &10: Disproportionate Representation

4: Suspension/ Expulsion

Alternate Assessment Participation
3: Assessment Participation & Performance

6: Preschool Educational Environments

5: School-Age Educational Environment

8: Parent Involvement

- District Alternate Assessment Self-Reflection Guide
- Ohio's Tiered Supports and Monitoring of District AA Participation Data

TRANSITION PLANNING (NO LATER THAN AGE 14)

Importance of Transition Planning	Transition planning helps students prepare for future success with life after high school, ensuring they achieve their educational and career goals.
Post-Secondary Education Readiness	Focus on post-secondary education helps students gain the skills and knowledge needed for higher education opportunities.
Career Opportunities Development	Preparing for future careers involves exploring various industries and job options tailored to students' interests and skills.

Indicator 13: Secondary Transition

At age 14, Amira and the IEP team developed a transition plan. A truly successful transition process is the result of comprehensive planning that is driven by the student's preferences, interests, needs, and strengths. This comprehensive planning moves students toward successful future outcomes in competitive, integrated employment, education, and independent living.

AMIRA'S JOURNEY THROUGH IDEA INDICATORS 13

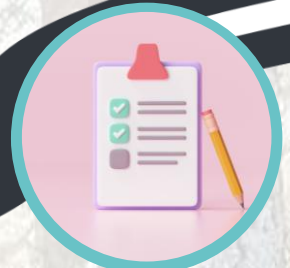
Indicator 13: EMIS GE Records. District of Service is accountable district.

[Indicator 13 Technical Document]

9 &10: Disproportionate Representation

4: Suspension/ Expulsion

Alternate Assessment Participation
3: Assessment Participation & Performance



6: Preschool Educational Environments

5: School-Age Educational Environment

8: Parent Involvement

13: Secondary Transition

Indicators 1: Graduation
Indicator 2: Drop Out

When Amira exited high school, her status was recorded as a student who graduated. She used a pathway available to all students meaning she did NOT graduate by IEP goals, utilizing an IEP Exemption or taking the Alternate Assessment to meet testing and readiness requirements.

Had she not graduated, the reason for exiting high school could include dropping out, aging out, or other reasons.

AMIRA'S JOURNEY THROUGH IDEA INDICATORS 1 & 2

Indicator 1 & 2: EMIS FS, FD Records. Last enrolled District is accountable district.

[Indicator 1 Technical Document]
[Indicator 2 Technical Document]

1: Graduation
2: Dropout

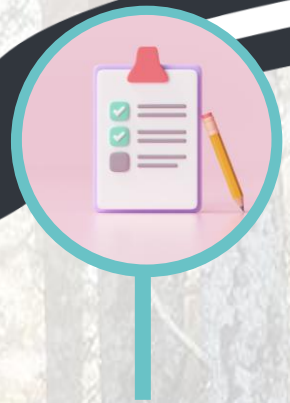
9 &10: Disproportionate Representation

4: Suspension/ Expulsion

Alternate Assessment Participation
3: Assessment Participation & Performance

13: Secondary Transition

5: School-Age Educational Environment



8: Parent Involvement

6: Preschool Educational Environments

PREPARATION FOR POST-SECONDARY EDUCATION AND EMPLOYMENT (INDICATOR 14)

Importance of Preparation

Proper preparation for post-secondary education is vital for ensuring Amira's future success in her chosen career.

Understanding Indicator 14

Indicator 14 provides a framework of essential steps to support Amira’s transition to post-secondary education and the workforce.

Skills Development

Developing necessary skills is crucial for Amira's successful transition into post-secondary education and employment opportunities.

Indicator 14: Post School Outcomes

- One year after exiting high school, Amira's teacher called her to inquire if she was engaged in some type of employment, training, or postsecondary education. Her teacher administered the Postschool Outcomes Survey.

- Amira reported that she was attending a community college.

AMIRA'S JOURNEY THROUGH IDEA INDICATORS 14

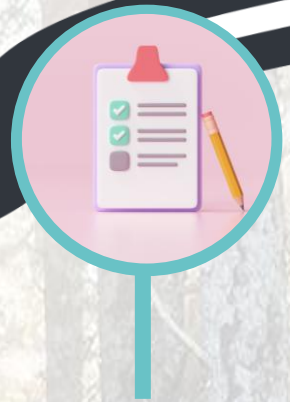
Indicator 14: EMIS FW Records. District of Residence is accountable district.

[Indicator 14 Technical Document]

1: Graduation
2: Dropout

9 &10: Disproportionate Representation

4: Suspension/ Expulsion



Alternate Assessment Participation
3: Assessment Participation & Performance

14: Post School Outcomes

6: Preschool Educational Environments

5: School-Age Educational Environment

8: Parent Involvement

13: Secondary Transition

CONCLUSION

Importance of Support

Support is crucial for students who have an IEP to thrive and achieve independence in their journeys.

Early Intervention

Early intervention plays a significant role in ensuring individuals receive necessary support from a young age.

Planned Transitions

Planned transitions are essential for helping individuals navigate changes in their educational and life paths effectively.

QUESTIONS?

EDUCATION.OHIO.GOV

SPED.data@education.ohio.gov

Department of Education & Workforce

SESSION EVALUATION LINK

https://forms.office.com/g/c8VZyZd6R9