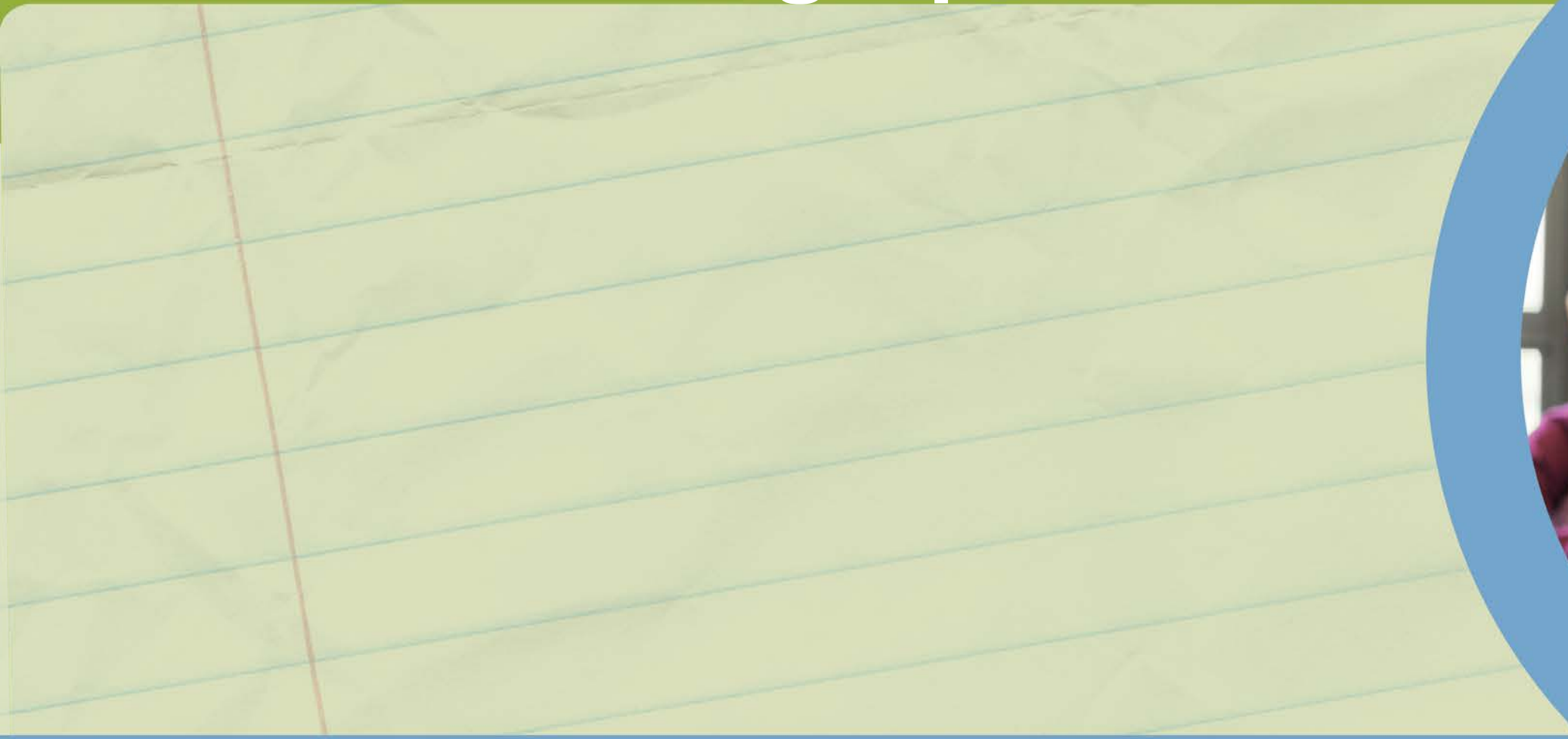


Office for Exceptional Children IDEA Monitoring Update



Ohio Related Services Virtual Meet-Up
August 4, 2022

Welcome!

Monitoring Process
Overview

Record Review Data Findings

Non-Compliance Trend Data

Number of Districts with
Required Actions for 2021-2022
Special Education Profiles

Questions

Monitoring Processes

Tier 1 - Indicators

Tier 2 – Self Review

Tier 3 – “Onsite” Monitoring Review

Tier 3 Monitoring Review Process

Staff and Administration
Interviews

IEP Verifications

Parent Input

Review of Student Records

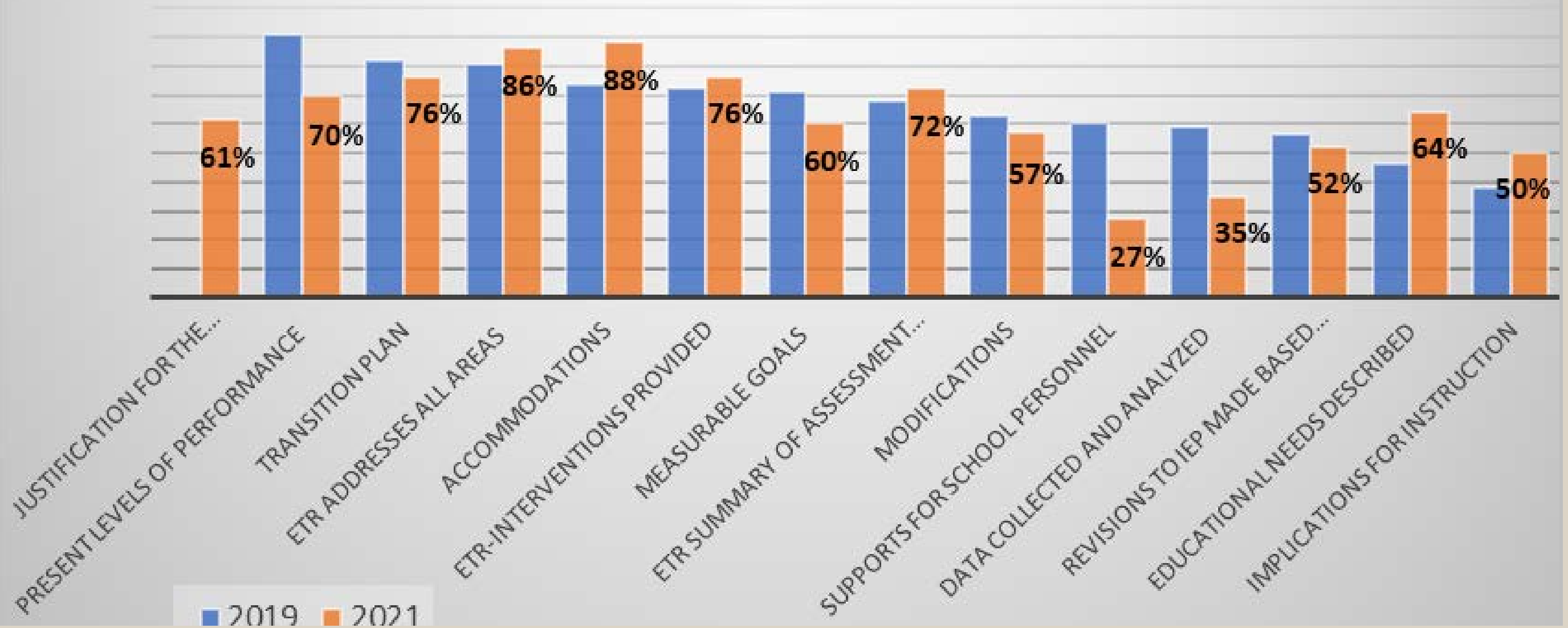
2019-2020 Record Review Data

Review Area	Compliant	Non-Compliant
Child Find	53%	47%
Delivery of Services	55%	45%
Least Restrictive Environment	51%	49%
All Areas	54%	46%

2021 Record Review Data

Review Area	Compliant	Non-Compliant
Child Find	43%	57%
Delivery of Services	57%	43%
Least Restrictive Environment	63%	37%
All Areas	52%	48%

Comparison of Top Areas of Findings (50% or higher)



Child Find

Item Reviewed	2017-2018 % NonCompliant	2018-2019 % NonCompliant	2019-2020 % NonCompliant	2021 % NonCompliant
Part C to B	11%	0% (1 district)	18% (2 districts)	No districts
ETR Interventions provided	36%	36%	67%	76%
Parents afforded opportunity to participate	25%	11%	16%	29%
Informed Parental Consent for testing	Not Reviewed	18%	35%	41%
ETR addresses all areas related to disability	71%	71%	78%	86%
ETR clearly states summary of assessment results	55%	39%	68%	72%
ETR contains clear description of educational needs	41%	30%	44%	64%
ETR contains specific implications for instruction and progress monitoring	52%	52%	35%	50%
IETR/RETR—qualified group of professionals determine eligibility	27%	12%	34%	33%
Justification for the eligibility determination decision	NA	NA	NA	61%

Delivery of Services

Item Reviewed	2017-2018	2018-2019	2019-2020	2021
Present Levels of Performance	62%	69%	90%	71%
Goals address academic needs	13%	16%	22%	24%
Goals address functional needs	28%	27%	32%	22%
Measurable goals	72%	63%	70%	60%
Data collected and analyzed	59%	36%	55%	35%
Statement of specially designed instruction	47%	35%	41%	47%
Goals and services consistent with progress made	45%	19%	NA	NA
SDI Location	23%	13%	27%	29%
SDI Amount & frequency	16%	11%	23%	18%
Identify related services	27%	20%	14%	NA
Related Services Location	26%	14%	23%	NA
Related Services Amount & Frequency	17%	19%	17%	NA
IEP revisions based on data	45%	28%	55%	50%
Assistive Technology	40%	34%	45%	47%
Accommodations	36%	26%	70%	88%
Modifications	48%	59%	59%	57%
Alternate Assessment using Criteria Form	NA	17%	17%	5%
Supports for School Staff	39%	29%	56%	27%
IEP Meeting Qualified team	25%	14%	21%	20%

Transition Plan Checklist			2019-2020	2021
Item Reviewed			% No	% No
Question 1	Is there an appropriate measurable postsecondary goal or goals in this area?	Education/Training	24%	22%
		Employment	17%	33%
		Independent Living	26%	35%
Question 2	Is (are) the postsecondary goal(s) updated annually?	Education/Training	13%	8%
		Employment	11%	14%
		Independent Living	16%	20%
Question 3	Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?	Education/Training	43%	57%
		Employment	48%	61%
		Independent Living	54%	55%
Question 4	Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)	Education/Training	44%	46%
		Employment	42%	39%
		Independent Living	41%	24%

Transition Plan Checklist			2019-2020	2021
Item Reviewed			% No	% No
Question 5	Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	Education/Training	21%	15%
		Employment	24%	15%
		Independent Living	26%	21%
Question 6	Is (are) there annual IEP goal(s) related to the student's transition services needs?	Education/Training	11%	7%
		Employment	11%	9%
		Independent Living	18%	10%
Question 7	Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	Education/Training	27%	20%
		Employment	27%	20%
		Independent Living	30%	21%
Question 8	If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent?	Education/Training	39%	25%
		Employment	44%	25%
		Independent Living	50%	33%

Least Restrictive Environment (LRE)

Item Reviewed	2017-2018 % NonCompliant	2018-2019 % NonCompliant	2019-2020 % NonCompliant	2021 % NonCompliant
Justification for removal from gen-ed classroom	60%	38%	43%	37%

2021-2022 Special Education Profile Report

- Tier 1 - Special Education Profile Indicators

Number of Districts with Required Actions 2021-2022 Special Education Profile

SST Region	3b AASCD	Ind 8	Ind 9	Ind 10	Ind 11	Ind 12	Ind 13	Ind 14	Dispro Place	Dispro Disc	Region Total
1	5	3	0	8	9	5	3	2	0	0	35
2	5	1	1	3	4	2	2	1	0	1	20
3	3	5	2	8	14	0	1	0	2	1	36
4	3	1	0	2	2	0	0	0	0	0	8
5	4	1	0	5	4	0	1	0	2	0	17
6	2	2	0	9	2	2	0	0	0	0	17
7	3	4	1	9	7	1	0	0	0	0	25
8	4	3	2	6	3	2	1	0	3	0	24
9	3	3	0	0	2	0	1	0	1	0	10
10	4	4	0	6	7	1	1	0	1	1	25
11	2	4	0	4	22	2	3	2	0	2	41
12	4	0	0	7	3	1	0	1	0	0	16
13	3	3	3	11	6	1	2	0	3	0	32
14	3	2	0	1	3	0	0	0	0	1	10
15	2	0	0	2	5	1	0	0	0	0	10
16	2	0	0	3	2	1	1	0	0	0	9
Total	52	36	9	84	95	19	16	6	12	6	335

OEC Links

[Universal Support Materials](#)

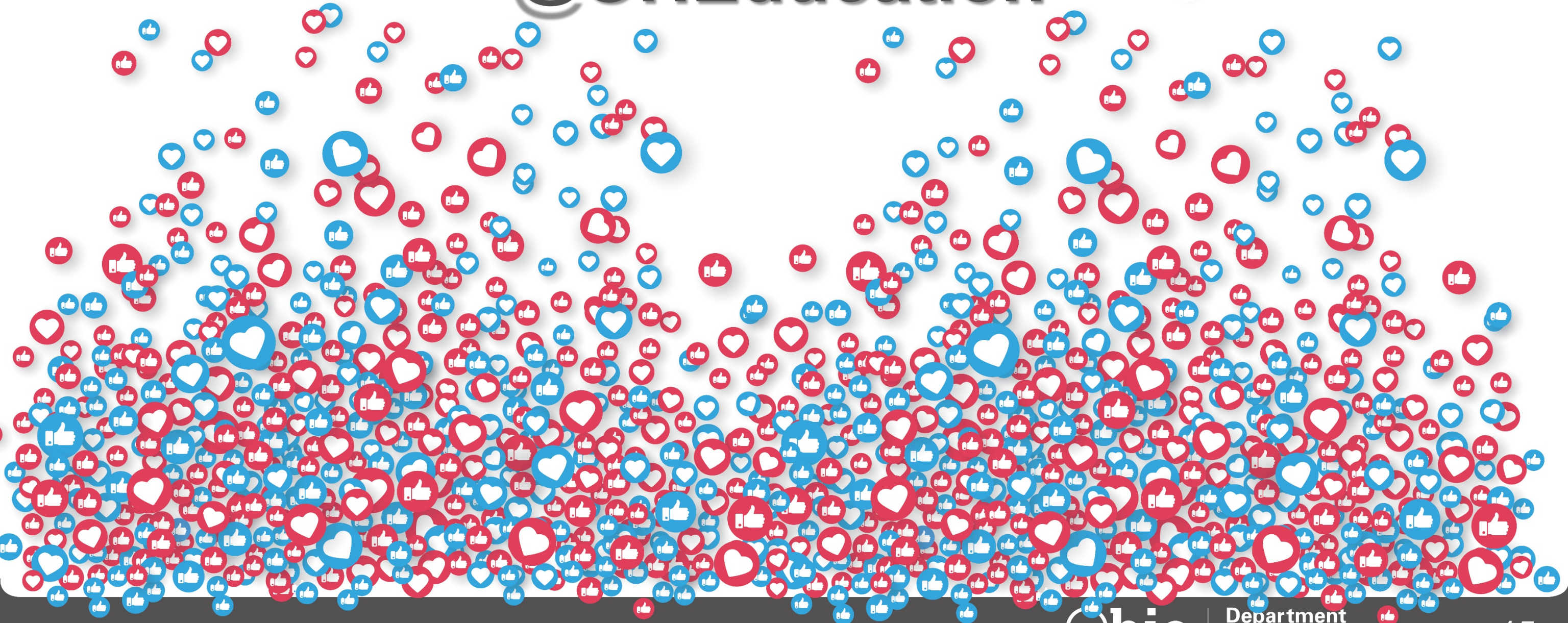
[Students with Disabilities Guidance | Ohio Department of Education](#)

[IDEA Monitoring Process](#)

[Special Education Profile](#)



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