

Special Education Data Reported to the Public



2023-2024 District-Level Data



**Department of
Education &
Workforce**

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The Individuals with Disabilities Education Act (IDEA) requires each state to have a State Performance Plan (SPP) that evaluates the state's efforts to implement IDEA requirements and describes how the state will improve such implementation.

The SPP must include measurable and rigorous targets for the 18 indicators identified by the Office of Special Education Programs (OSEP) at the U.S. Department of Education. States must report annually to OSEP on the state's performance of the targets identified in the SPP through the Annual Performance Report (APR). The Ohio Department of Education and Workforce (the Department) submitted Ohio's most recent APR in February 2025 based on district data from the **2023-2024** school year.

IDEA also requires each state to annually report to the public on the performance of each local education agency (LEA) on a subset of the targets in the SPP. These required reports must include the state targets for each of the specified indicators, provide the LEA performance compared to those targets, and indicate whether the LEA met the targets. To meet this federal reporting requirement, the Department annually posts an Excel spreadsheet of LEA data on [Ohio's Special Education Profiles webpage](#). The Department uses the term, "districts," to refer to all LEAs in the state, which includes both public districts and community schools.

The spreadsheet contains multiple columns for each indicator required in this year's district-level data report. This report presents district-level data from the **2023-2024 school year** (unless otherwise noted), specific to students with disabilities.

The annual report includes data for the following indicators:

- Indicator 1 – Graduation Rate (2022-2023)
- Indicator 2 – Dropout Rate (2022-2023)
- Indicator 3 – Participation and Performance on State Assessments
- Indicator 5 – School-age Least Restrictive Environment (LRE)
- Indicator 6 – Preschool Least Restrictive Environment (LRE)
- Indicator 7 – Preschool Outcomes
- Indicator 8 – Parent Involvement
- Indicator 9 – Disproportionate Representation Across All Disability Categories (2022-2023 and 2023-2024)
- Indicator 10 – Disproportionate Representation in Specific Disability Categories (2022-2023 and 2023-2024)
- Indicator 11 – Initial Evaluation Timelines
- Indicator 12 – Early Childhood Transition
- Indicator 13 – Secondary Transition Planning
- Indicator 14 – Post-school Outcomes
- Indicator 18 – General Supervision (Timely Correction of Noncompliance)

The spreadsheet has a “filtering” function. This filtering makes it possible for a reader to view the results of a single district, view results from all districts having specific data between selected values, or all districts within a specific county or region.

For example, if a reader wanted to view the data for their school district, they would click on the drop-down menu from the “District” cell header. A drop-down menu of all cell values would appear; they would click on the name of their district or community school. If the reader wanted to see all the data for districts with a graduation rate less than 80 percent, they would click on the cell labeled, “Graduation Rate,” and select *Number Filters → Less Than* in the resulting drop-down list. They would then type “.80” in the Custom AutoFilter textbox that appears.

The rest of this document provides a description of the spreadsheet’s content and the sources for the data contained in it.

Reporting Conventions

When possible, data from Ohio’s accountability system have been used for district-level reporting of SPP indicators.

- “<10” indicates that the data for an indicator are not displayed due to small group size (i.e., fewer than 10 students) to ensure student privacy.
- “NC” indicates that the indicator was not evaluated because the district did not meet the minimum group sizes.
- “NR” indicates that the LEA reported no students for the indicator. Not all districts and community schools will have data for all indicators. For example, community schools that do not serve preschool students will not have data for Indicators 6, 7, and 12.

A brief description of each indicator is provided on the first tab of the Excel file, entitled “Data Notes”: [2023-2024 Public Indicator Report](#). Additional information is presented below.

Indicator 1: Graduation Rate

This indicator measures the percentage of students with disabilities, ages 14-21, who exited special education due to graduating by meeting the same requirements as students without disabilities. This calculation is different than the Graduation Component on the Local Report Card and the federal graduation rate reported in the Secure Data Center. Indicator 1 graduation rates are calculated as follows:

Indicator 1 Calculation

of SWD, ages 14-21, who exited special education due to graduating by meeting the same requirements as students without disabilities

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Total # of SWD, ages 14-21, who exited special education

Data notes:

- As of the 2023-2024 reporting period, students who dropout but re-enroll during the reporting period are no longer counted as dropouts in this measure.
- The worksheet indicates whether districts met the state's targets for the graduation rate of students with disabilities. Indicator 1 [targets](#) were established in Sept. 2024 based on recommendations from a broad range of stakeholders across Ohio.

Indicator 2: Dropout Rate

This indicator measures the percentage of students with disabilities, ages 14-21, who exited special education due to dropping out.

Indicator 2 Calculation

of SWD ages, 14-21, who exited special education due to dropping out

÷

Total # of SWD, ages 14-21, who exited special education

Data notes:

- As of the 2023-2024 reporting period, students who dropout but re-enroll during the reporting period are no longer counted as dropouts in this measure.
- The worksheet indicates whether districts met the state's targets for the dropout rate of students with disabilities. Indicator 2 [targets](#) were established in Sept. 2024 based on recommendations from a broad range of stakeholders across Ohio.

Indicator 3a: Participation Rate

Indicator 3a measures the percentage of students with disabilities who participated in statewide math and reading assessments, calculated separately for grades 4, 8, and high school. Math and reading participation rates are calculated as follows:

Indicator 3a Calculation

$$\frac{\text{\# of SWD who participated in the math and reading assessments}}{\text{Total \# of SWD enrolled during the testing window}}$$

Indicator 3b: Standard Proficiency Rate

Indicator 3b measures the percentage of students with disabilities who scored at or above the proficient level against grade level academic achievement standards on statewide math and reading assessments, calculated separately for grades 4, 8, and high school. Math and reading standard proficiency rates are calculated as follows:

Indicator 3b Calculation

$$\frac{\text{\# of SWD within grade 4, 8 or high school scoring at or above proficient against grade level academic achievement standards}}{\text{Total \# of SWD who received a valid score and for whom a proficiency level was assigned for the standard math or reading assessment}}$$

Indicator 3c: Alternate Proficiency Rate

Indicator 3c measures the percentage of students with disabilities who scored at or above the proficient level against alternate academic achievement standards on statewide math and reading assessments, calculated separately for grades 4, 8, and high school. Math and reading alternate proficiency rates are calculated as follows:

Indicator 3c Calculation

$$\frac{\text{\# of SWD within grade 4, 8 or high school scoring at or above proficient against alternate academic achievement standards}}{\text{Total \# of SWD who received a valid score and for whom a proficiency level was assigned for the alternate math or reading assessment}}$$

Indicator 3d: Proficiency Gap

Indicator 3d measures the gap in proficiency rates between students with disabilities and all students against grade level achievement standards on statewide math and reading assessments, calculated separately for grades 4, 8, and high school. Math and reading proficiency gaps are calculated as follows:

Indicator 3d Calculation

Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards

-

Proficiency rate for students with disabilities scoring at or above proficient against grade level academic achievement standards

Indicator 4: Discipline Discrepancy

Data for Indicators 4a and 4b will not be made available within the 2025 Public Indicator Report. The Department continues to examine methodology to ensure best practices for Ohio's students with disabilities and will further engage stakeholders at a later date.

Indicator 5: School-age Education Environments

This indicator measures the percentage of children with IEPs age 5 who are in kindergarten and ages 6 through 21 served:

- A. Inside the regular class 80 percent or more of the day.
- B. Inside the regular class less than 40 percent of the day.
- C. In separate schools, residential facilities, or homebound/hospital placements.

Indicator 5 Calculation

A. # of SWD inside the regular class at least 80% of the day ÷ Total # of SWD ages 5 and in kindergarten and ages 6 through 21

B. # of SWD inside the regular class <40% of the day ÷ Total # of SWD ages 5 and in kindergarten and ages 6 through 21

C. # of SWD served in separate facilities ÷ Total # of SWD ages 5 and in kindergarten and ages 6 through 21

Indicator 6: Preschool Education Environments

This indicator measures the percentage of children ages 3 through 5 with IEPs who are enrolled in a preschool program:

- A. Attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.
- B. Attending a separate special education class, separate school or residential facility.
- C. Receiving special education and related services in the home.

Indicator 6 Calculation

A. # of children ages 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program ÷ Total # of children ages 3 through 5 with IEPs
B. # of children ages 3 through 5 with IEPs attending a separate special education class, separate school or residential facility ÷ Total # of children ages 3 through 5 with IEPs
C. # of children ages 3 through 5 with IEPs receiving special education and related services in the home ÷ Total # of children ages 3 through 5 with IEPs

Data note:

- Preschool students are counted with their district of residence, regardless of where their services are provided.

Indicator 7: Preschool Outcomes

This indicator measures the percentage of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships).
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy).
- C. Use of appropriate behaviors to meet their needs.

Indicator 7 Calculation

For each of the three outcomes listed above (A, B, and C):
1: Total # of preschool children with IEPs reported as having demonstrated improved functioning (progress categories c and d) ÷ Total # preschool children with IEPs exiting preschool
2: Total # of preschool children with IEPs reported as functioning at age-level expectations (progress categories d and e) ÷ Total # preschool children with IEPs exiting preschool

Indicator 8: Parent Involvement

This indicator measures the percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. This indicator is measured using an online survey for parents of children with disabilities.

Indicator 8 Calculation

$$\frac{\text{\# of respondent parents who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities}}{\text{Total \# of respondent parents of children with disabilities}}$$

Indicator 9: Disproportionate Representation Across All Disability Categories

Indicator 9 measures disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Indicator 9 Calculation

$$\frac{\text{District's risk of identification for students of a specific racial/ethnic group}}{\text{District's risk of identification for all other students}}$$

Data notes:

- Ohio uses a risk ratio method and considers two years of data to identify disproportionate representation in special education.
- The Department identifies disproportionate representation in LEAs with risk ratios above 2.50 for two consecutive years, using a minimum group size of 30 for the denominator and a minimum cell size of 10 for the numerator. Indicator 9 [methodology](#) was refined in Sept. 2024 based on recommendations from a broad range of stakeholders across Ohio.

Indicator 10: Disproportionate Representation in Specific Disability Categories

Whereas Indicator 9 measures disproportionate representation of racial and ethnic groups of racial and ethnic groups across all disability categories, Indicator 10 measures disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Indicator 10 Calculation

District's risk of identification for students of a specific racial/ethnic group in a disability category

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District's risk of identification for all other students in the given disability category

Data notes:

- Ohio uses a risk ratio method and considers two years of data to identify disproportionate representation in special education.
- The Department identified disproportionate representation in LEAs with risk ratios above 2.50 for two consecutive years, using a minimum group size of 30 for the denominator and a minimum cell size of 10 for the numerator. Indicator 10 [methodology](#) was refined in Sept. 2024 based on recommendations from a broad range of stakeholders across Ohio.

Indicator 11: Initial Evaluation Timelines

This indicator measures the percentage of children with parental consent to evaluate, whose initial evaluations were completed within the 60 calendar-day timeline.

Indicator 11 Calculation

of children with parental consent to evaluate whose initial evaluations were completed within 60 calendar days

÷

Total # of children with parental consent for initial evaluations

Indicator 12: Early Childhood Transition

This indicator measures the percentage of children referred by Part C (early intervention services) prior to age 3, who are found eligible for Part B (preschool services), and who have an IEP developed and implemented by their third birthdays.

“Part C” refers to early intervention services for infants and toddlers administered by the Ohio Department of Developmental Disabilities. “Part B” refers to special education services administered by the Ohio Department of Education and Workforce and the Department of Children and Youth for children ages 3 through 21.

Indicator 12 Calculation

of children found eligible for Part B who have an IEP developed and implemented by their third birthdays

÷

Total # of children found eligible for Part B

Indicator 13: Secondary Transition Planning

This indicator measures the percentage of youth aged 16 and above with an IEP that includes:

- Appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment.
- Transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals.
- Annual IEP goals related to the student's transition services needs.
- Evidence that the student was invited to the IEP Team meeting where transition services are to be discussed.
- Evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

Indicator 13 Calculation

of youth aged 16 and above with required transition components in their IEPs

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Total # of youth with disabilities aged 16 and above

Data notes:

- Although transition planning and services are required beginning at age 14 in Ohio, the federal indicator is specific to students with disabilities ages 16 and above.

Indicator 14: Post-school Outcomes

This indicator measures the percentage of youth with disabilities who, within one year of leaving high school, are enrolled in higher education, participating in a training program, or are competitively employed.

Indicator 14 Calculation

A. # of youth enrolled in higher education within one year of leaving high school \div Total # of respondent youth

B. # of youth enrolled in higher education or competitively employed within one year of leaving high school \div Total # of respondent youth

C. # of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school \div Total # of respondent youth

Data note:

- Every year all districts serving high school students in Ohio are required to collect post-school engagement data from all students who exited the previous spring. This includes students with disabilities who exited by graduating, dropping out, or aging out. Districts should allow as close to one year as possible before following up with students with disabilities to ensure accurate representation of post-school outcomes.

Indicator 18: General Supervision (Timely Correction of Noncompliance)

This indicator measures the percentage of findings of noncompliance that were corrected within the timelines established by the Department.

Indicator 18 Calculation

$\frac{\text{\# of findings of noncompliance corrected within established timeline}}{\text{\# of findings of noncompliance issued}}$
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Data notes:

- Indicator 18 data reflect written findings of noncompliance identified during the 2022-2023 year that were due for correction during the 2023-2024 school year.
- Indicator 18 includes findings from data collected through all components of the state's general supervision system that are used to identify noncompliance. This includes information collected through monitoring of compliance indicators reported within the Special Education Profile (Indicators 4b, 9, 10, 11, 12, and 13), other state monitoring, state database/data system, dispute resolution, and fiscal management systems, as well as other mechanisms through which noncompliance is identified by the state.
- Indicator 18 replaces Indicator 15 to align with the new state-level measure of timely correction of noncompliance.