

# 2024-25 Special Education Profile

## Frequently Asked Questions

The Ohio Department of Education and Workforce (the Department) has consolidated questions most frequently asked about the 2024-25 Special Education Profile and answered them in this document.

### Indicator Monitoring and Required Actions

#### Data Appeals & Records for Review

**1) Where can I find the data appeal form?**

Indicator-specific Data Appeal Verification Forms are linked in the current indicator manuals. Links to these manuals are provided in the “More Information” section of profile indicators for which your district has a “Not Met” that necessitates an investigation of records.

**2) Do I have to submit records for review if it is a simple data entry error?**

Yes. Submitted appeals may not be finalized before the deadline for records submission. To meet the timeline for this submission, submit the required records while you await a response to your appeal. Indicate in your submission that there is a data appeal in process. The Department will not review records until after a decision has been issued for the data appeal.

**3) What is the purpose of submitting policies, practices, and procedures, conducting an indicator analysis, and developing an improvement plan when we have appealed an indicator finding?**

The Department is working through data appeals as quickly as possible. However, appeals may not be finalized before the deadline for records submission. To meet the timeline for this submission, submit the required records while you await a response to your appeal. Indicate in your submission that there is a data appeal in process. The Department will not review records until after a decision has been issued for the data appeal. Districts must submit PPP for data reporting practices with verified data reporting errors.

**4) Districts are required to investigate data reporting processes when there are any data reporting errors. How can we avoid data entry errors in reporting?**

Data entry errors are an unfortunate but sometimes inevitable part of any process that involves human input. To mitigate human errors, the Department has established [General Issues reports](#). General Issues reports are supplemental reports that are provided to districts to help identify potential data issues. The reports should NOT be used as the primary and/or sole mechanism for reviewing and verifying the accuracy or completeness of data. These reports are limited in the types of errors flagged and are not guaranteed to be generated on a regular basis as they are not part of the automated EMIS validation system. In accordance with ORC §3301.0714, the accuracy and completeness of EMIS data submitted to the Department is the responsibility of the district. The Department continues to review the reports available and consider adding new ones to address errors before the release of the Special Education Profile. The current list of [General Issues reports](#) is a valuable resource.

**5) When will the Special Education Profile be updated following verified and approved data appeals?**

The Department will update the Special Education Profile with verified and approved data appeals alongside the phase 2 release targeted for May 2025.

**6) What do I do if an investigation of records requests more records than my district has? For example, the investigation of records for Indicator 4b requires five records from each racial/ethnic group with a significant discipline discrepancy but my district only has two.**

If a district does not have the number of records requested for an investigation, submit all records that the district has up to five unique records for each racial/ethnic group. For example, if you only have two records for Indicator 4b, submit both. Indicator 4b records are due Feb. 7 along with a copy of your district's policies, practices, and procedures.

**7) Is there still a limit on the number of characters per email address included in a submission to the Secure Document Upload Site?**

Unfortunately, yes. This is a common cause of failed uploads.

## **Policies, Practices, and Procedures (PPP)**

**1) Where do we submit the PPP for Indicators 9 and 10?**

Policies, practices, and procedures for Indicators 9 and 10 may be submitted to the secure document upload site at [docupload.ode.state.oh.us](https://docupload.ode.state.oh.us).

**2) Is there a template for the PPP or a document that explains what is needed?**

There is not a standardized template for PPP as each district varies in their documentation due to local control. The Department will provide feedback on PPP as part of the monitoring process.

**3) If a district does not have designated PPP documents, do they need to create one now for submission or may they submit whatever they currently have in writing?**

Submit what your district is currently using that best describes the process in question. Districts have an opportunity to revise PPP during the monitoring cycle in September.

**4) What is the difference between the PPP requirement within the Special Education Profile and the Model Policies and Procedures?**

The PPP review within the Special Education Profile is required by the federal Office of Special Education Programs (OSEP). OSEP requires that states verify PPP are in place and compliant with IDEA regulations. In the review of PPP, the Department analyzes policies, practices, and procedures that may have resulted in noncompliance and need to be revised. The Department is looking for implementation of policies through district procedures and practices.

The [Department's Model Policies and Procedures](#) provide a model for educational agencies to either adopt or a basis to create their own. The Special Education Model Policies and Procedures reflect existing regulations and explain procedural mechanisms; however, individual educational agencies have discretion and flexibility to enhance these Special Education Model Policies and Procedures to meet the needs of students and staff. The Department has a new system to annually collect from educational agencies if they are adopting model policies and procedures or submitting their own version for approval. Since this is a new system, the Department will explore establishing ways the Model Policy and Procedures adoption and approval process ties to the PPP requirements related to indicators.

**5) If a district was identified with Disproportionate Representation (Indicators 9 & 10) and Significant Disproportionality, are PPP required for both?**

Yes, submit PPP describing evaluation procedures for both measures. If a district has Significant Disproportionality in **Identification** and Disproportionate Representation (Indicator 9 and/or 10), the PPP submitted would be the same regarding initial evaluations. If, however, a district has Significant Disproportionality in **Discipline** or Significant Disproportionality in **Placement**, the PPP submitted would be different.

## Data Source

**1) What are the data sources used to create the Special Education Profile?**

Specific EMIS elements for each special education measure are identified beginning on slide 58 of [this presentation](#). The recording of this EMIS Focused Training – Special Education presentation is available [here](#).

## Essential Question 1: Are young children with disabilities entering kindergarten ready to learn?

### Indicator 12

**1) From where does the Department obtain the preschool transition conference PSTC date?**

Indicator 12 includes preschool transition conferences (PSTC) occurring between 7/1/2022 and 6/30/2024 for the 2023-24 school year. The PSTC date is the date which the district held the transition conference. This is reported into EMIS, and the calculation pulls the student's first/earliest PSTC event. The Department uses the two-year date range for PSTC events because some districts were waiting to report special education events until the student enrolled, so there were many students being left out of the calculation. The calculation looks for a chain of events reported by the district that begins with a PSTC, followed by an IETR, followed by an IIEP.

**2) What are appropriate policies, practices, and procedures for Indicator 12?**

Policies, practices, and procedures specific to Indicator 12 include transition processes and timely IEP implementation dates for students transitioning from Part C (Early Intervention). Districts should also reference the [PS IDEA Monitoring Questions](#) document. Part C to Part B Transition begins with question C/B-1. The criteria and potential source(s) of Documentation/Evidence explains what the preschool team reviews during the monitoring process.

**3) Who do I contact with questions about Indicator 12?**

Contact the preschool special education team at the Department of Children and Youth via email at [preschoolspecialeducation@childrenandyouth.ohio.gov](mailto:preschoolspecialeducation@childrenandyouth.ohio.gov)

## Essential Question 2 - Are children with disabilities achieving at high levels?

### Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD)

**1) Are there required actions for districts that did not meet the target for an AASCD measure?**

Yes, a small subset of districts have required actions for one or more AASCD measures. Not all districts with a “Not Met” status have required actions. View the district’s actions by expanding the “More Information” section of the profile.

**2) Where can districts find and submit waivers pertaining to AASCD?**

Contact the Department via email at [AAparticipation@education.ohio.gov](mailto:AAparticipation@education.ohio.gov).

**3) Who is required to report AASCD data when the student is served at the County Board of Developmental Disabilities?**

Resident districts report results from standard (STR) tests and alternate assessments (ALT) for students who attend DDs, unless noted otherwise in the assessment sections of [EMIS Manual 2.8 Student Assessment \(FA\) Record](#).

**4) Who do I contact with questions about AASCD?**

Contact the Department via email at [AAparticipation@education.ohio.gov](mailto:AAparticipation@education.ohio.gov).

## Essential Question 3: To what extent do students with disabilities have access to the general education environment?

### Indicators 4a and 4b

**1) My district has a “Not Met” status for Indicator 4a, but the action statement does not include an indicator manual or steps to address.**

Your district likely has a “Not Met” status for either Indicator 4b or significant disproportionality in discipline. Check the “More Information” section of each indicator with a “Not Met” status for the required actions.

- Districts and community schools who have required actions for Indicators 4a and 4b and not significant disproportionality in discipline will find the indicator manual with required actions within the “More Information” section of Indicator 4b.
- Districts and community schools who have required actions for Indicators 4b and significant disproportionality in discipline will find the indicator manual with required actions within the “More Information” section of the racial/ethnic groups and discipline category of significant disproportionality.
- Districts and community schools who have required actions for Indicators 4a, 4b, and significant disproportionality in discipline will find the indicator manual with required actions within the “More Information” section of the racial/ethnic groups and discipline category of significant disproportionality.

## 2) Why do I get different results when I try to replicate the discipline rate difference and rate ratio calculations using the values included in the tables under “More Information”?

The differences in the rate difference or rate ratio calculations are due to rounding. Because the display limits the values to two decimal points, replicating the exact result using rounded or truncated values may not be possible. This is described in the data notes for each indicator with the following bullet points.

- For Indicator 4a, “The result of the rate calculation is shortened in the data table for display purposes only (rows C and F). These figures are not rounded before calculating the rate difference. The only figure in the calculation that is rounded is the resulting rate difference (row G).”
- For Indicator 4b, “The result of the rate calculation is shortened in the data table for display purposes only (rows C and F). These figures are not rounded before calculating the rate ratio. The only figure in the calculation that is rounded is the resulting rate ratio (row G).”

## 3) How do districts with low enrollment look at trends for such small cell sizes?

The compromise to offset small cell sizes is the consideration of multiple years of data. Even if only one student is included, the result must exceed the threshold for two years in a row to indicate a potential trend. In the fall of 2024, the Department worked with stakeholders to decide the number of years of data to consider. Stakeholders expressed a preference for two years so that these indicators may serve as an early warning system for significant disproportionality in discipline which consider three years of data and has more severe consequences.

While special education indicators are federally defined, states have some flexibility in the minimum cell and n-sizes, the threshold for significant discrepancy, and the number of years of data considered. See the Department’s [Methodology Updates and Target Setting webpage](#) for more details. More stakeholder opportunities for Indicator 4a will be available in spring 2025.

## 4) Per the manual for Indicators 4a and 4b, any records submitted must be for currently enrolled and currently served students. What do I do if my district was flagged for a student who is no longer enrolled?

For the investigation of records, submit evidence that the student is no longer enrolled or receiving services from your district. Your district will still need to complete the indicator analysis and improvement plan.

## 5) What does my district need to do if the overall status is “At Risk”?

Your district does not have required actions for the categories with a status of, “At Risk”. The Department implemented the new “At Risk” status bars with the 2024-25 Special Education Profile to help districts prepare for future required actions and as part of the warning system for Significant Disproportionality in Discipline.

## 6) Regarding the Discipline Record Review Tool directions on page 22 of the indicator manual (item 4(e)), is the district expected to submit data specific to out-of-school suspension and expulsion or office referrals that resulted in other consequences such as conferencing or detentions or no consequences?

Districts must submit discipline events captured in their local student information system. Districts do not need to submit office referrals, only the outcome of the discipline decision. Reference the indicator manual for required information.

**7) We found a duplicate SSID listed in our records for review file. This is not a district data reporting error. Should we submit a data appeal?**

The same SSID may count more than once for Indicators 4a and 4b if that student was reported to have changed disability category during the reporting period. The full-time equivalency (FTE) will be different based on the amount of time during the reporting period that the student was reported with each disability. Each SSID will not count at more than 1.0 FTE for these indicators regardless of how many times they are listed in the records for review file. If the district believes there is a data discrepancy, though not a district data reporting error, follow the instructions in the indicator manual for submitting a data appeal.

**8) Is it still considered disproportionate discipline if the student continued to receive services during the expulsion (e.g., home instruction)?**

Yes, each discipline event counts regardless of the implementation of educational services.

## **Essential Question 4: Are youth with disabilities prepared for life, work, and postsecondary education?**

### **Indicators 1 and 2**

See the [Indicators 1 & 2 FAQ](#) on [Ohio's Special Education Profiles webpage](#).

### **Indicator 13**

**1) Can my district appeal data for indicator 13 based on a data reporting error? I do not see a data appeal form in the manual.**

Indicator 13 requires that the Department verify that a compliant transition plan is in place. Submit the transition plan and the Department will review to determine whether there was a compliant plan in place. If a compliant transition plan was in place, the district will follow the pathway for a data reporting error.

### **Indicator 14**

See the [Indicator 14 FAQ](#) on [Ohio's Special Education Profiles webpage](#).

## **Essential Question 5: Does the district implement IDEA to improve services and results for children with disabilities?**

### **Indicator 11**

**1) If the district reported an approved EMIS code for exceeding initial evaluation timeline, is the student still included in the Indicator 11 calculation?**

If the district reported an approved EMIS code, the student is not included in the calculation.

**2) If our district's data appeal for Indicator 11 is verified and approved, do we still need to complete the Indicator Analysis and Improvement Plan?**

Yes. Even if the verified data reporting error brought the district to 100 percent compliance, the district must mitigate future instances of misreporting by reviewing and revising policies, practices, and procedures for collecting and reporting data to EMIS. This would also include dissemination of and training on updated

policies, practices, and procedures to appropriate staff, and submitting evidence of systemic improvement to the Department.

## Essential Question 6: Are children receiving equitable services and supports?

### Indicators 9 and 10 (Disproportionate Representation) and Significant Disproportionality

**1) Why do I get different results when I try to replicate the risk ratio calculations using the values included in the tables under “More Information”?**

The differences in the rate difference or rate ratio calculations are due to rounding. Because the display limits the values to two decimal points, replicating the exact result using rounded or truncated values may not be possible. This is described in the data notes for each indicator with the following bullet point: “The result of the risk calculation is shortened in the data table for display purposes only (rows C and F). These figures are not rounded before calculating the risk ratio. The only figure in the calculation that is rounded is the resulting risk ratio (row G).”

**2) Does an internal review also need to be conducted and submitted alongside the five records for review by Friday, January 31, for Indicator 10?**

Only student records required for the investigation of records and a copy of the district’s policies, practices, and procedures are due by Jan. 31.

**3) If a district was identified with Disproportionate Representation (Indicators 9 & 10) and Significant Disproportionality, are policies, practices, and procedures (PPP) required for both?**

Yes, submit PPP describing evaluation procedures for both measures. If a district has Significant Disproportionality in Identification and Disproportionate Representation (Indicator 9 and/or 10), the PPP submitted would be the same regarding initial evaluations.

**4) If a student changed disability category during the school year due to reevaluation, how are they counted for disproportionate representation or significant disproportionality?**

If the student is identified with a disability at any point in the reporting period, they count within that disability category. The full-time equivalency (FTE) will be different based on the amount of time during the reporting period that the student was reported with that disability.

**5) Where can I find more information on disproportionate representation and significant disproportionality?**

See the Department’s [Equity in Special Education: Disproportionality webpage](#), including the [Frequently Asked Questions](#).

### Significant Disproportionality Placement

**1) Should the data for significant disproportionality placement match the totals and the subgroup totals in the Ohio Reports Portal “Enrollment by Student Demographic?”**

No, the subgroup totals on the Ohio Reports Portal “Enrollment by Student Demographic” use different business rules to determine student enrollment than the rules used for significant disproportionality. This resource describes how enrollment is determined for those reports: [Student Enrollment](#).

## Significant Disproportionality Discipline

- 1) Is it still considered disproportionate discipline if the student continued to receive services during the expulsion (e.g., home instruction)?**

Yes, each discipline event counts regardless of the implementation of educational services.

## Significant Disproportionality (All Categories)

- 1) If a district must redirect 15 percent of our IDEA funds, will an official notice be sent to the superintendent or will it be in the CCIP?**

The Special Education Profile serves as the official notice that redirection of funds is required. Superintendents have access to the Special Education Profile in OH|ID. The Department will not send a separate notice. The grant application in the CCIP (EDSTEPS) will require the district to redirect 15 percent when they are completing their application. They will need to provide information on the population, budget, and budget narrative.

- 2) What does my district need to do if the overall status is “At Risk”?**

Your district does not have required actions for the categories with a status of, “At Risk”. The Department implemented the new “At Risk” status bars with the 2024-25 Special Education Profile to help districts prepare for future required actions.

- 3) Where can I find more information on significant disproportionality and disproportionate representation?**

See the Department’s [Equity in Special Education: Disproportionality webpage](#), including the [Frequently Asked Questions](#).