



**Department of
Education &
Workforce**

Special Education Profile

IDEA Data Team

Office of Accountability



**Department of
Education &
Workforce**

Individuals with Disabilities Education Act (IDEA)

This presentation details:

- how the Special Education Profile fulfills parts of the general supervision requirement for IDEA,
- what is included in the Special Education Profile,
- how it connects to other IDEA projects: Public Indicator Report, State Determination, Special Education Rating, and
- resources for accessing and learning more about the IDEA data cycle.

Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) requires that children with disabilities

- ages three through 21 have access to and receive free appropriate public education (FAPE) (Part B)
- younger than three years old and their families have access to early intervention services (Part C)

[Chapter III—Office of Special Education and Rehabilitative Services, Department of Education - Individuals with Disabilities Education Act](#)

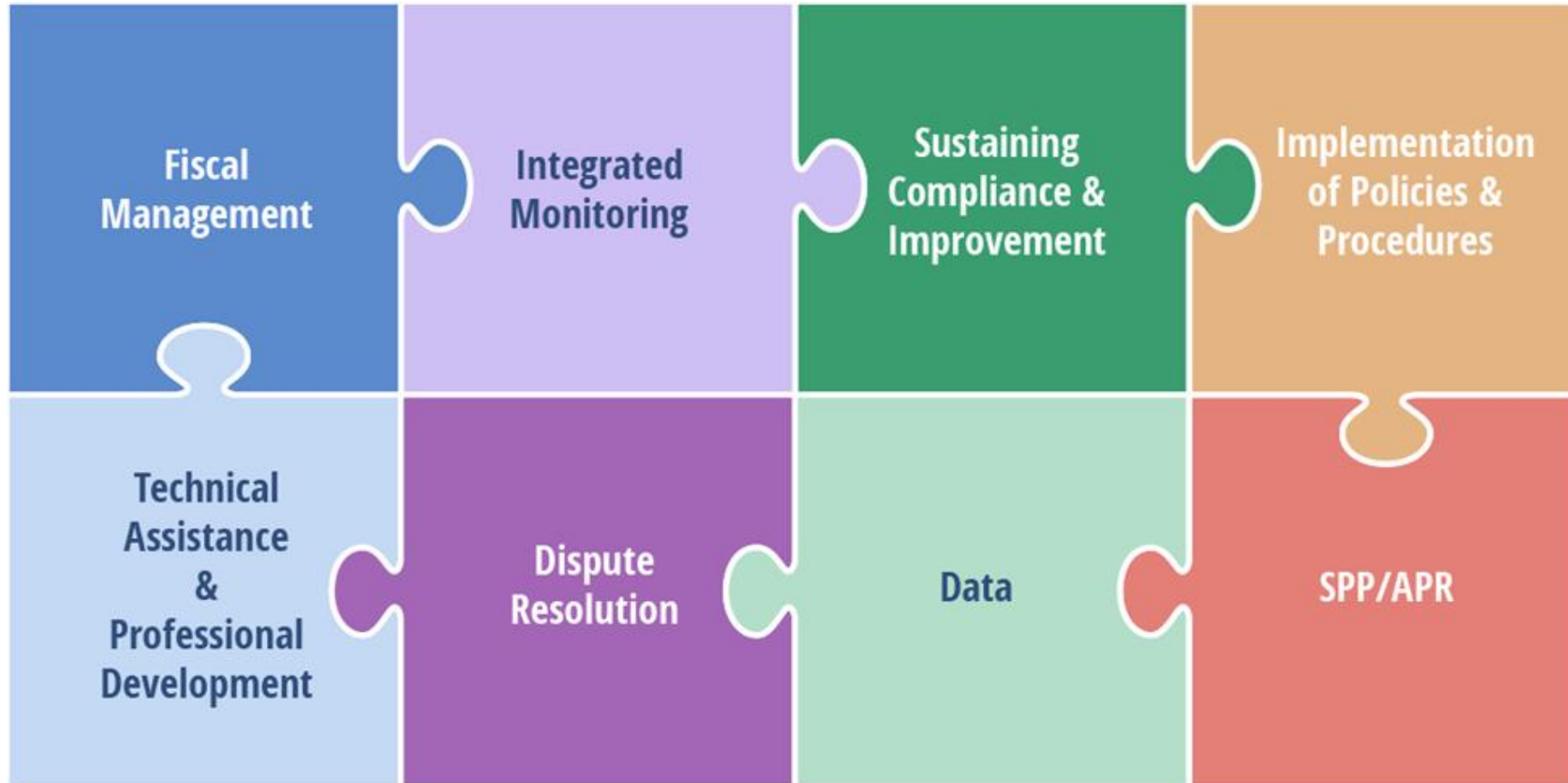
As a condition of IDEA, state receiving federal IDEA funds must have a general supervision system to monitor all local education agencies to whom they allocate these funds that include eight specific monitoring components (next slide).

[State General Supervision Responsibilities under Parts B and C of the IDEA](#)

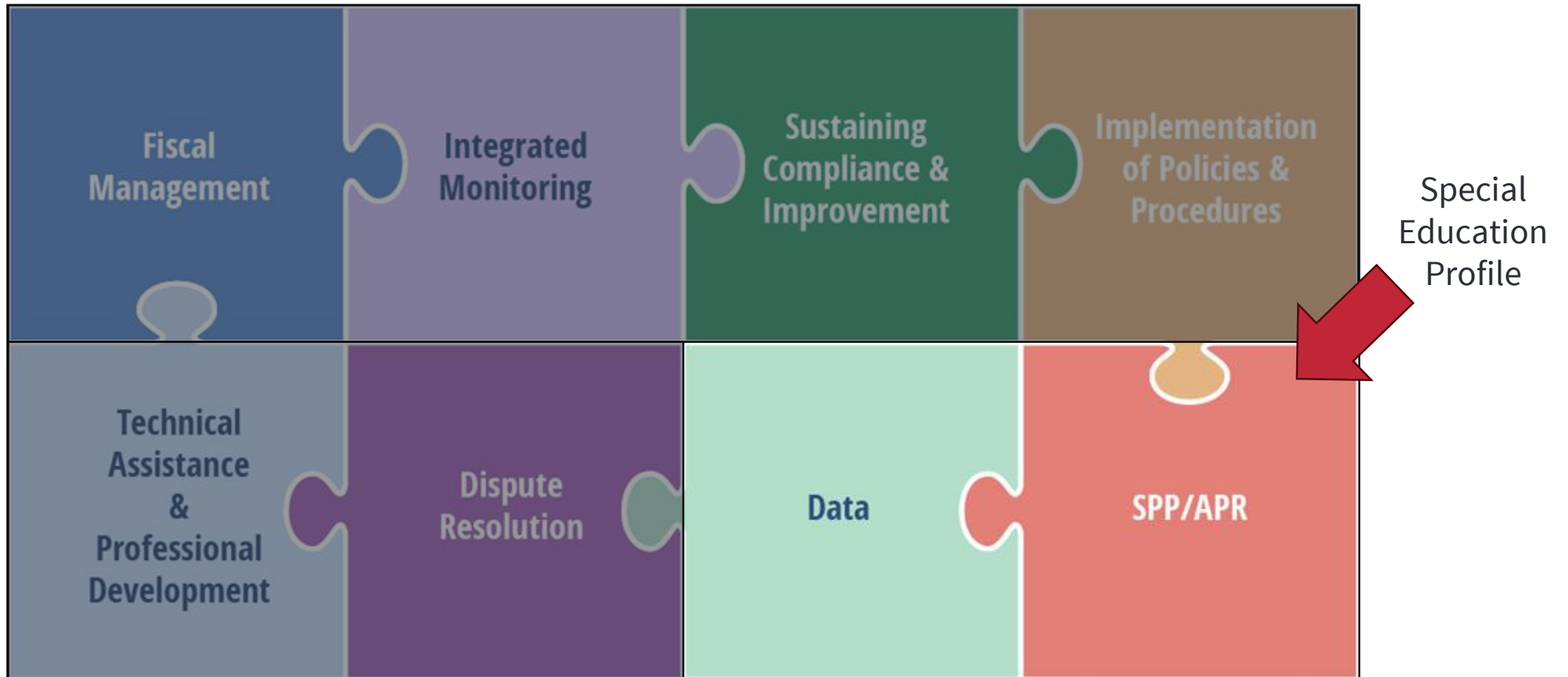
[Ohio's System of General Supervision December 2024](#)



Components of General Supervision



Components of General Supervision

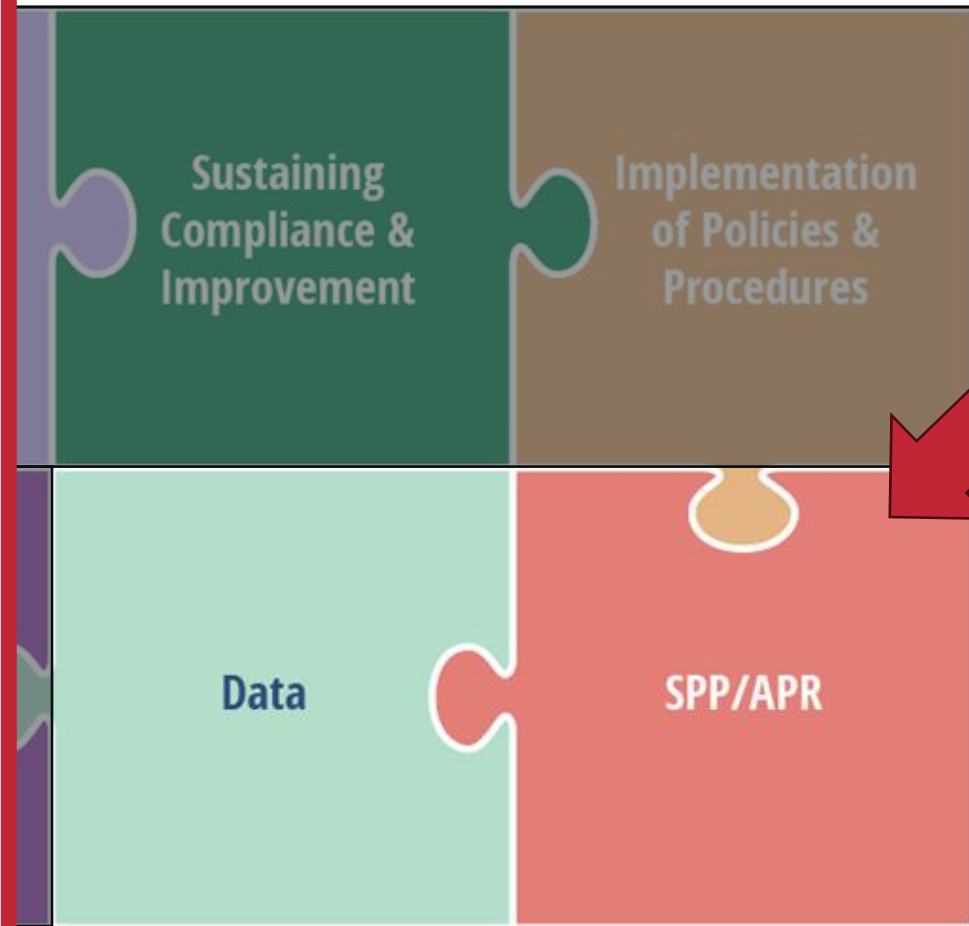


Components of General Supervision

Each year the Department submits an Annual Performance Report (APR) to the federal government.

Before we report on our LEAs' performance on special education initiatives, we provide LEAs with an overview of their data in the form of the Special Education Profile.

LEAs have a chance to appeal their data and are required to submit records for review prior to the federal APR due on the first of February.



Special
Education
Profile

What is the Special Education Profile?

- **The Special Education Profile (Profile) is a federally required special education accountability initiative.**
 - Section 1416(b)(2)(C) of the IDEA requires each state to use the same indicators and targets on which the state annually reports to the U.S. Department of Education to analyze the performance of each local educational agency in the state.
 - Section 1416(a)(3) of the IDEA requires each state to monitor the local educational agencies located in the state on these indicators.
- **The Profile fulfills both requirements by functioning as both a reporting tool and a monitoring tool for these indicators.**

How does the Profile work?

- **Reporting:** Each district and community school receives a Profile displaying their performance on the *18 key indicators* established by the IDEA. The profile flags districts whose indicator data does not meet targeted goals.
- **Monitoring:** A subset of the indicators have required actions to ensure compliance with the IDEA. Districts and community schools with flags for those indicators are informed of any required actions and must complete all required actions to demonstrate compliance with the IDEA.

How does the Profile work?

- The profile includes data on 17 indicators, grouped around six essential questions established by the IDEA.
- The profile is split into two phases:
 - **Phase 1** encompasses all indicators **with** required actions and is released annually each **winter**.
 - **Phase 2** encompasses indicators **without** required actions and is released annually each **spring**.

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?

- **Alternate Assessment Participation**
- 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)**
- **Disproportionality: Identification of Students with Disabilities**
- **Disproportionality: Placement of Students with Disabilities**
- **Disproportionality: Discipline of Students with Disabilities**

Bolded indicators have required actions

Profile Phase 1

Phase 1 encompasses all indicators *with* required actions.

The following slides include how Phase 1 data is reported and monitored as well as a description of each indicator included in Phase 1, arranged by essential question.

Special Education Profile Phase 1

Essential Questions

Are young children with disabilities entering kindergarten ready to learn?

- Indicator 12: Early Childhood Transition from Part C to Part B

Are children with disabilities achieving at high levels?

- Alternate Assessment Participation

To what extent do students with disabilities have access to the general education environment?

- Indicator 4: Suspension and Expulsion

Are youth with disabilities prepared for life, work and postsecondary education?

- Indicator 1: Graduation
- Indicator 2: Dropout
- Indicator 13: Secondary Transition

Does the district implement IDEA to improve services and results for children with disabilities?

- Indicator 8: Facilitated Parent Involvement
- Indicator 11: Initial Evaluation Timelines

Are children receiving equitable services and supports?

- Disproportionate Representation (Indicators 9 and 10)
- Disproportionality: Identification of Students with Disabilities
- Disproportionality: Placement of Students with Disabilities
- Disproportionality: Discipline of Students with Disabilities

Phase 1:
Indicators with
required actions


Phase 1: Reporting & Monitoring

★ Met

⚠ Not Met


- Phase 1 is released each winter.
- Each indicator will have a “Met”, “Not Met”, “NC” (Not Calculated), or “NR” (Not Reported) flag.
- For each indicator that is flagged as “Not Met”, districts will have the opportunity to appeal their data. These districts will have indicator-specific required actions asking them to:
 - submit student records as well as policies, practices, and procedures (PPP) for review by the IDEA monitoring team; and
 - complete an Indicator Analysis (with SSTs), Improvement Plan, and evidence of Systemic Improvement.

Phase 1: Reporting & Monitoring

 Not Met

- The IDEA data and monitoring teams ensure that the noncompliance (“Not Met” flag) is not **the result of misreported data**-if this is the case, then monitoring focuses on data collection and reporting.
- If the noncompliance is **not the result of misreported data**, monitors determine the “pathway” that the monitoring process will follow based on their review or the district’s student records and PPP. Districts complete an Indicator Analysis and Improvement Plan, implement new procedures, train staff, and submit evidence of systemic improvement in line with their tailored monitoring process.
 - *If a district or community school is not able to demonstrate systemic improvement, the LEAs are referred to OEC's Supports and Monitoring Team for additional supports and resources.*

Phase 1: Reporting & Monitoring

 Not Met

- The monitoring of the Special Education Indicators is...
 - 1) Tier 1 monitoring for the Office for Exceptional Children.
 - 2) Intended to be meaningful and lead to improved services and supports for students.

Phase 1: Indicators

NOTE

Measures are established by the federal government.

While most have a number, **these numbers do not reflect the chronological order of academic achievement** for students. Rather, they reflect the order in which each measure was established.

For example, Graduation Rate was a top priority at the inception of the IDEA and is, thus, Indicator 1; meanwhile, Preschool Outcomes is Indicator 7.


Phase 1: Indicators

Essential Question 1:

Are young children with disabilities entering kindergarten ready to learn?

- **Indicator 12: Early Childhood Transition from Part C to Part B**

Indicator 12 (Early Childhood Transition From Part C To Part B)



Definition: The percentage of children referred by IDEA Part C (early intervention special needs) who are found eligible for Part B, and who have an IEP implemented by their third birthdays.

Significance: Indicator 12 provides insight into transition services and long-term support for the academic success of young children with disabilities. High transition rates suggest that districts are compliant with regulations for this measure and effectively providing continuous support for young children with disabilities.

Phase 1: Indicators

Essential Question 2:

Are children with disabilities achieving at high levels?

- **Alternate Assessment Participation**

Participation in Alternate Assessment

Definition: The percentage of students participating in the Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD) in reading/language arts, math, and science.

Significance: AASCD participation rates are an important indicator of academic success for students with disabilities. A low AASCD participation rate suggests that schools are effectively supporting students with disabilities to achieve at the same level as students without disabilities.

Phase 1: Indicators

Essential Question 3:

To what extent do students with disabilities have access to the general education environment?

- **Indicator 4: Suspension and Expulsion**

Indicator 4a (Significant Discrepancy in Long-term Suspensions and Expulsions)

Definition: The difference between the rate at which students with disabilities receive exclusionary discipline (e.g., out-of-school suspension, in-school suspension, etc.) and the rate at which students without disabilities receive exclusionary discipline. For the difference to be significant, it must be greater than 1.00 percentage point for two years in a row.

Significance: Indicator 4a aims to understand whether:

- Schools administer exclusionary discipline equally to all students, regardless of disability.
- Schools administer discipline in a nondiscriminatory manner.

Districts and schools must consistently review their discipline practices to promote fair practices and the least restrictive environment for students with disabilities.

Indicator 4b (Significant Discrepancy in Long-term Suspensions and Expulsions by Race/Ethnicity)

Definition: The risk ratio of the district's rate of students with disabilities in a race/ethnic group who are receiving exclusionary discipline (e.g., out-of-school suspension, in-school suspension, etc.) to the district's rate of students without disabilities receiving exclusionary discipline. For the risk ratio to be significant, students with disabilities in a race/ethnic group must be receiving exclusionary discipline at 2.50 times the rate of all students without disabilities for two years in a row.

Significance: Indicator 4b aims to understand whether:

- Schools administer exclusionary discipline equally to all students, regardless of disability and race/ethnicity.
- Schools administer discipline in a nondiscriminatory manner.

Districts and schools must consistently review their discipline practices to promote fair practices and the least restrictive environment for students with disabilities.

Phase 1: Indicators

Essential Question 4:

Are youth with disabilities prepared for life, work and postsecondary education?

- **Indicator 1: Graduation**
- **Indicator 2: Dropout**
- **Indicator 13: Secondary Transition**

Indicator 1 (Graduation Rate)

Definition: The percentage of students with disabilities who graduate by meeting the same requirements as students without disabilities. This does **not** include:

Students who use IEP goals to meet curricular requirements

Students who take the Alternate Assessment for Students with Significant Cognitive Disabilities

Students who are exempted from obtaining end-of-course exam or Alternate Assessment for Students with Significant Cognitive Disability competency score requirements.

This definition is different from the one used to calculate the state and federal graduation rates.

This calculation only considers reporting year; it does not calculate based on cohorts.

Significance: Graduation rate is an important indicator of academic success and post-school outcomes for students with disabilities. A high graduation rate suggests that schools are effectively supporting students with disabilities to complete their education.

Indicator 2 (Dropout Rate)

Definition: The percentage of students with disabilities who drop out and do not re-enroll within the same reporting period.

This calculation only considers reporting year; it is not based on cohorts.

Significance: Dropout rate provides insight into the retention and engagement of students with disabilities. A low dropout rate suggests that schools are effectively supporting students with disabilities to complete their education.

Indicator 13 (Secondary Transition)

Definition: The percentage of students with disabilities ages 16+ with an IEP that includes all transition planning elements.

Significance: Indicator 13 assesses the steps taken to prepare students for life after high school. High secondary transition rates suggest that districts are compliant with regulations for this measure and effectively setting students up for success post-graduation.

Phase 1: Indicators

Essential Question 5:

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 8 (Special Education Family Survey)

Definition: The percentage of parents with a child receiving special education in the state who reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Significance: Indicator 8 provides insight on school's efforts to engage families and provide meaningful support for students with disabilities. High parent involvement rates suggest that districts are actively collaborating with families.

Indicator 11 (Timely Initial Evaluations)

Definition: The percentage of initial evaluations completed within 60 calendar days of receiving parental consent.

Significance: Indicator 11, also called Child Find, is a crucial process for identifying and securing services for students with disabilities in a timely manner. High child find rates suggest that districts are compliant with regulations for this measure and effectively employing the process.

Phase 1: Indicators

Essential Question 6:

Are children receiving equitable services and supports?

- **Disproportionate Representation (Indicators 9 and 10)**
- **Disproportionality: Identification of Students with Disabilities**
- **Disproportionality: Placement of Students with Disabilities**
- **Disproportionality: Discipline of Students with Disabilities**

Indicator 9 (Disproportionate Representation)

Definition: The district's risk of students of specific racial/ethnic groups ages 5 and in kindergarten to 21 being inappropriately identified for special education and related services. To be identified as potentially having disproportionate representation, the district's risk of identification for students of a specific racial/ethnic group must be 2.50 times their risk of all other students for two years in a row.

Significance: Indicator 9 aims to understand whether:

- Students are equally likely to be identified with a disability, regardless of their race/ethnicity.
- Evaluation activities are being conducted in a nondiscriminatory manner.
- Evaluation data are carefully considered and thoroughly documented, drawing upon testing, parent input, teacher recommendations, the child's physical condition, social/cultural background, adaptive behavior, and other relevant documentation.

Districts and schools must consistently review their identification practices to promote best practices in education for all students.

Indicator 10 (Disproportionate Representation in Specific Disability Categories)

Definition: The district's risk of students of specific racial/ethnic groups ages 5 and in kindergarten to 21 being inappropriately identified for the seven high incidence disability categories:

Autism

Emotional Disturbance

Intellectual Disabilities

Other Health Impairment (Minor)

Specific Learning Disabilities

Speech and Language Impairment

All Disabilities

To be identified as potentially having disproportionate representation in a specific disability category, the district's risk of identification for students of a specific racial/ethnic group in a category must be 2.50 times their risk of all other students in the given disability category for two years in a row.

Indicator 10 (Disproportionate Representation in Specific Disability Categories)

 **Significance:** Indicator 10 aims to understand whether:

- Students are equally likely to be identified with a specific disability, regardless of their race/ethnicity.
- Evaluation activities are being conducted in a nondiscriminatory manner.
- Evaluation data are carefully considered and thoroughly documented, drawing upon testing, parent input, teacher recommendations, the child's physical condition, social/cultural background, adaptive behavior, and other relevant documentation.

Districts and schools must consistently review their identification practices to promote best practices in education for all students.

Significant Disproportionality: Identification for Special Education

Definition: The district's risk for students of specific racial/ethnic groups *ages 3 to 21** being inappropriately identified for all disabilities and for the seven most common disability categories. To be identified as potentially having significant disproportionality, the district's risk of identification for students of a specific racial/ethnic group in a category must be 2.50 times their risk of all other students with disabilities in the given disability category for *three*** years in a row.

* *This differs from Indicators 9 & 10 which do not include preschool.*

** *This differs from Indicators 9 & 10 which only look at two years of data.*

Significant Disproportionality: Identification for Special Education

➔ **Significance:** Significant Disproportionality in Identification aims to understand whether:

- Students are equally likely to be identified with a disability, regardless of their race/ethnicity.
- Evaluation activities are being conducted in a nondiscriminatory manner.
- Evaluation data are carefully considered and thoroughly documented, drawing upon testing, parent input, teacher recommendations, the child's physical condition, social/cultural background, adaptive behavior, and other relevant documentation.

Districts and schools must consistently review their identification practices to promote best practices in education for all students. Districts and schools with significant disproportionality are required to redirect 15% of their Part B funds to address identification policies, practices and procedures.*


** This differs from Indicator 9 which does not require a redirection of funds.*

Significant Disproportionality: Placement of Students with Disabilities

Definition: The district's risk for students with disabilities of specific racial/ethnic groups being placed outside the least restrictive environment (LRE) for education. To be identified as potentially having significant disproportionality, the district's risk for placement outside the LRE for students of a specific racial/ethnic group in a placement category must be 2.50 times their risk of all other students with disabilities in the given placement category for three years in a row. Significant Disproportionality in Placement looks at the risk ratio for students with disabilities to be placed:

- Inside a regular classroom for less than 40 percent of the day.
- Inside separate schools and residential facilities.

Significant Disproportionality: Placement of Students with Disabilities



Significance: Significant Disproportionality in Placement aims to understand whether students are equally likely to receive education in the least restrictive environment, regardless of their race/ethnicity.

Districts and schools must consistently review their placement practices to promote the least restrictive environment for students with disabilities. Districts and schools with significant disproportionality are required to redirect 15% of their Part B funds to address identification policies, practices and procedures.

Significant Disproportionality: Discipline of Students with Disabilities

Definition: The district's risk ratio for students of specific racial/ethnic groups receiving exclusionary discipline for all disabilities and for the seven most common disability categories. To be identified as potentially having significant disproportionality, the district's risk for exclusionary discipline for students with disabilities of a specific racial/ethnic group in a discipline category must be 2.50 times their risk of *all other students with disabilities** in the given discipline category for *three*** years in a row.

* *This differs from Indicator 4b which compares the risk for students with disabilities to that for all students without disabilities.*

** *This differs from Indicator 4b which only looks at two years of data.*

Significant Disproportionality: Discipline of Students with Disabilities

➔ **Significance:** Significant Disproportionality aims to understand whether:

- Schools administer exclusionary discipline equally to all students, regardless of disability and race/ethnicity.
- Schools administer discipline in a nondiscriminatory manner.

Districts and schools must consistently review their discipline practices to promote fair practices and the least restrictive environment for students with disabilities. Districts and schools with significant disproportionality are required to redirect 15% of their Part B funds to address identification policies, practices and procedures.*

** This differs from Indicator 4b which does not require a redirection of funds.*

Profile Phase 2

Phase 2 encompasses indicators *without* required actions.

The following slides include how Phase 2 data is reported and a description of each indicator included in Phase 2, arranged by essential question.



Special Education Profile Phase 2

Essential Questions

Are young children with disabilities entering kindergarten ready to learn?	<ul style="list-style-type: none">Indicator 6: Preschool Educational EnvironmentsIndicator 7: Preschool Outcomes
Are children with disabilities achieving at high levels?	<ul style="list-style-type: none">Indicator 3: Assessment Participation and Performance
To what extent do students with disabilities have access to the general education environment?	<ul style="list-style-type: none">Indicator 5: School-age Educational Environments
Are youth with disabilities prepared for life, work and postsecondary education?	<ul style="list-style-type: none">Indicator 14: Postsecondary Outcomes
Does the district implement IDEA to improve services and results for children with disabilities?	<ul style="list-style-type: none">Indicator 18: Timely Correction of Noncompliance
Are children receiving equitable services and supports?	

Phase 2:
Indicators without
required actions

Phase 2: Reporting

★ Met

⚠ Not Met

- Phase 2 is released late spring.
- Each indicator will have a “Met”, “Not Met”, “NC” (Not Calculated), or “NR” (Not Reported) flag.
- Indicators included in Phase 2 of the profile do not have required actions. Data appeals are not available for these indicators.

Phase 2: Indicators

Essential Question 1:

Are young children with disabilities entering kindergarten ready to learn?

- Indicator 6: Preschool Educational Environments
- Indicator 7: Preschool Outcomes

Indicator 6 (Preschool Educational Environments)

Definition: The percentage of children with disabilities ages 3 to 5 who are enrolled in a preschool program and have access to the least restrictive environment (LRE) for education.

- 3a: The percentage of preschoolers with disabilities attending a regular early childhood program and receiving the majority of special education.
- 3b: The percentage of preschoolers with disabilities attending a separate special education class, separate school, or residential facility.
- 3c: The percentage of preschoolers receiving special education and related services in the home.

Significance: Indicator 6 provides insight on whether students with disabilities are equally likely to receive education in the LRE, which can have long-term benefits for their development and academic success.

Indicator 7 (Preschool Outcomes)

Definition: The percentage of children with disabilities ages 3 to 5 who are exiting preschool and who (i) demonstrate improvement in and (ii) are functioning within age-level expectations for:

- 7a: Socio-Emotional Skills
- 7b: Acquisition of Knowledge
- 7c: Use of Appropriate Behaviors to Meet Needs

Both percentages (i) and (ii) are calculated for each of the three categories.

Significance: Indicator 7 provides insight into these preschoolers' preparedness for school. High preschool outcomes rates suggest effective early intervention and preschool services.

Phase 2: Indicators

Essential Question 2:

Are children with disabilities achieving at high levels?


- Indicator 3: Assessment Participation and Performance

Indicator 3 (Assessment Participation and Performance)

Definition:

- 3a Participation Rate: The percentage of grade 4, grade 8, and high school students with disabilities participating in state reading/language arts and math assessments.
- 3b Standard Proficiency Rate: The percentage of grade 4, grade 8, and high school students with disabilities scoring proficient or above on standard state reading/language arts and math assessments.
- 3c Alternate Proficiency Rate: The percentage of grade 4, grade 8, and high school students with disabilities scoring proficient or above on alternate state reading/language arts and math assessments.
- 3d Proficiency Gap: The percentage gap in reading/languages arts proficiency rates and math proficiency rates between students with disabilities and students without disabilities at the 4th, 8th, and high school levels.

Indicator 3 (Assessment Participation and Performance)



Significance: Participation and performance rates are crucial for measuring the academic success and identifying areas for improvement. High participation and performance rates suggest that districts are making appropriate accommodations to best support students with disabilities in these areas.

Phase 2: Indicators

Essential Question 3:

To what extent do students with disabilities have access to the general education environment?

- Indicator 5: School-age Educational Environments

Indicator 5 (School-age Educational Environments)

Definition: The percentage of students with disabilities ages 5 and in kindergarten to 21 who have access to the least restrictive environment (LRE) for education.

- 5a: The percentage of students with disabilities inside the regular class 80 percent or more of the day.
- 5b: The percentage of students with disabilities inside the regular class less than 40 percent of the day.
- 5c: The percentage of students with disabilities served in separate facilities.

Significance: Indicator 5 provides insight on whether students with disabilities are equally likely to receive education in the LRE, which can have long-term benefits for their development and academic success.

Phase 2: Indicators

Essential Question 4:

Are youth with disabilities prepared for life, work and postsecondary education?

- Indicator 14: Postsecondary Outcomes

Indicator 14 (Postschool Outcomes)

Definition:

- Response Rate: The percentage of youth with disabilities with whom districts followed up to determine post-school outcomes.
- 14a: The percentage of youth with disabilities who enrolled in higher education within one year of leaving high school.
- 14b: The percentage of youth with disabilities who were either enrolled in higher education or competitively employed within one year of leaving high school.
- 14c: The percentage of youth with disabilities who were either enrolled in higher education, enrolled in some other postsecondary education or training program, or competitively employed within one year of leaving high school.

Indicator 14 (Postschool Outcomes)

➔ **Significance:** Indicator 14 is an important indicator of academic success and district support to promote lifelong success for youths with disabilities. High post-school outcome rates suggest that districts' special needs initiatives are effectively supporting students' long-term goals.


Phase 2: Indicators

Essential Question 5:

Does the district implement IDEA to improve services and results for children with disabilities?

- Indicator 18: Timely Correction of Noncompliance

Indicator 18 (Timely Correction of Noncompliance)

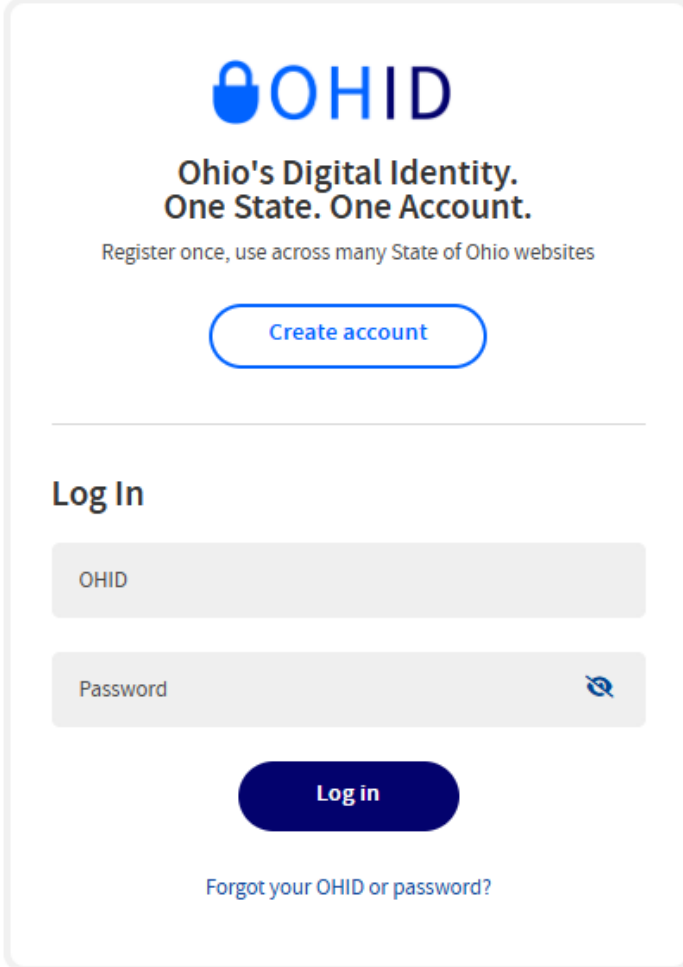


Definition: The percentage of findings of noncompliance that were corrected within the timelines established by the Department.

Significance: High rates for Indicator 18, formerly Indicator 15, reflect districts' commitment to improving services for youth with disabilities.

Accessing the Special Education Profile

- Districts access via OH|ID
- Access is determined by OEDS role
 - Superintendent
 - Assistant Superintendent
 - Superintendent Designee
 - Special Education Contact
 - Director-Special Education-General
 - Coordinator-Special Education-General
 - Supervisor-Special Education-General
 - Primary Contact-Sponsor
 - SST-Support Schools




The screenshot shows the OHID login interface. At the top is the OHID logo, which consists of a blue padlock icon followed by the text 'OHID'. Below the logo is the tagline 'Ohio's Digital Identity. One State. One Account.' and a smaller line of text: 'Register once, use across many State of Ohio websites'. There is a blue 'Create account' button. Below this is a horizontal line, followed by the 'Log In' heading. There are two input fields: 'OHID' and 'Password'. The 'Password' field has a blue eye icon to its right. Below the input fields is a dark blue 'Log in' button. At the bottom, there is a link that says 'Forgot your OHID or password?'.

OHID
Ohio's Digital Identity.
One State. One Account.
Register once, use across many State of Ohio websites

Create account

Log In

OHID

Password 

Log in

[Forgot your OHID or password?](#)

Profile Data in Other IDEA Projects

After the Profile is released and the associated APR is submitted to the U.S. Department of Education in February, monitoring teams work with schools per their Profile results. While monitoring is ongoing:

1. Profile data is made available to the public (Public Indicator Report) and
2. the data is used by the federal government to assess the state's performance (State Determination).

After the initial monitoring period concludes, Profile data is used by the state government, alongside monitoring results, to assess district's and community school's performance (Special Education Rating).

The following slides detail each of these projects and provide links to associated Department webpages.

Public Indicator Report

IDEA requires states to publicly report on districts' performance on a subset of the indicators from the SPP/APR by **June 1** of each year.

To meet this requirement, the Department publishes **a masked version of the Special Education Profile** and **an Excel spreadsheet of district data** on [the Department website](#).

Public Indicator Report

To meet IDEA requirements, the Department publishes a masked version of the **Special Education Profile (left)** and an Excel spreadsheet of **district data (right)** on [the Department website](#).

Ohio's Special Education Profiles

Overview

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) established a series of special education “indicators” to measure each district’s and community school’s services and results for students with disabilities. The Ohio Department of Education and Workforce (the Department) works with stakeholders to set annual targets – or goals – for how districts should perform on these indicators. For more information on how targets are determined, see the [Special Education Indicator Target Setting webpage](#).

Every year, districts receive a Special Education Profile that shows whether they are meeting their goals, over time, for students with disabilities. The design of the Special Education Profile helps districts use data about services and outcomes for students with disabilities to keep improving their special education programs.

Learn [what's new in the 2024-2025 Special Education Profile](#).

[2024-2025 Special Education Profile FAQ](#) 



Find Your Special Education Profile

PROFILE DATA

In the public version of each district’s profile, to ensure student privacy the Department masks indicators for which there are fewer than 10 students included in the calculation. These indicators are displayed as “<10”. Not all districts and community schools have data for each indicator. Districts and community schools that did not report students for an indicator are displayed as "NR" for not reported. Districts and community schools that did not have enough students in a subgroup to meet minimum group sizes are displayed as "NC" for not calculated.

The Excel file below contains several columns for each indicator required in the annual public data report. The file also contains a "Data Notes" sheet featuring a brief description of each indicator.



» [2022-2023 District-Level Special Education Indicator Data](#) 

To request special education indicator data from previous school years, please contact the [Office for Exceptional Children](#).

IDEA State Determination

The APR is assessed by the U.S. Department of Education (ED). By **June** of each year, ED uses this assessment to evaluate and issue a determination for the state's performance.

Ohio's state determination in 2024 was Needs Assistance.

IDEA State Determination

The APR is assessed by the U.S. Department of Education (ED), who uses this assessment to evaluate and issue a determination based on the state's performance.

- Determinations are issued by the U.S. Department of Education (ED) to all states and territories.
- There are four possible determinations (right).
- Prior determinations are available at <https://sites.ed.gov/idea/spp-apr/>

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

Special Education Rating

After the release of the profile, the Department's monitoring teams work with districts per their profile results.

This work culminates in the **October** Special Education Rating where, based on monitoring results and a subset of indicator data, each district is issued a determination.

Special Education Rating

After the release of the profile, the Department's monitoring teams work with districts per their profile results. This work culminates in the **October** Special Education Rating.

- **The Rating represents the end of the Special Education Profile cycle.**
- It is a federally required special education accountability initiative (Section 300.600(a)(2) of the IDEA) and includes four possible ratings (right).
- The Special Education Rating reports on:
 - A subset of data from the profile
 - IDEA audit findings
 - Valid and reliable data
- Districts have required actions only if they were unable to demonstrate compliance to IDEA through the prior profile monitoring cycle.

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

How do the Profile and Rating differ?



Special Education Profile

Sent in winter

Displays longitudinal data in graphical format

Includes results and compliance indicators

Notifies districts of any lower scores with associated required actions for the year

Compliance rates below 100% have required actions

Special Education Rating



Sent the following October

Based on data only from the previous school year

Includes results and compliance indicators, as well as audit findings

Indicators with lower scores have already been/are being addressed

Credit given for substantial compliance (at or above 95%)

Special Education Rating Compliance Indicators

Discipline Discrepancy by Race (Indicator 4b)

Disproportionate Representation (Indicators 9 & 10)

Timely Initial Evaluations (Indicator 11)

IEP Developed & Implemented by Third Birthday (Indicator 12)

Secondary Transition Planning (Indicator 13)

General Supervision – Timely Correction of Noncompliance (Indicator 18)

Valid & Reliable Data

Special Education Rating Results Indicators

Graduation Rate (Indicator 1)

Dropout Rate (Indicator 2)

Two results indicators were included in the rating for the first time in 2024. Graduation Rate and Dropout Rate were intentionally chosen to draw attention to priority issues identified in prior state determinations.

New Data Cycle!

After the **Special Education Rating** is issued in October,
the Department prepares to issue the **next Special Education Profile in the winter.**

Special Education Profile Resources

- See [Ohio's Special Education Profiles | Ohio Department of Education and Workforce](#) for:
 - Improved navigation with “Find Your Special Education Profile”
 - What’s New PowerPoint and Video for Phase 1
 - 2024-25 Special Education Profile FAQ
- Questions? Email OEC.Profile@education.ohio.gov


Ohio's Special Education Profiles

Overview

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) established a series of special education “indicators” to measure each district’s and community school’s services and results for students with disabilities. The Ohio Department of Education and Workforce (the Department) works with stakeholders to set annual targets – or goals – for how districts should perform on these indicators. For more information on how targets are determined, see the [Special Education Indicator Target Setting webpage](#).

Every year, districts receive a Special Education Profile that shows whether they are meeting their goals, over time, for students with disabilities. The design of the Special Education Profile helps districts use data about services and outcomes for students with disabilities to keep improving their special education programs.

Learn [what's new in the 2024-2025 Special Education Profile](#).

[2024-2025 Special Education Profile FAQ](#) 



**Find Your Special
Education Profile**

Special Education Profile Resources

- See, also [State Support Teams | Ohio Department of Education and Workforce](#) for:
 - Information on State Support Teams (SSTs)
 - A link to SSTs for each district and community school

State Support Teams

Ohio's Statewide System of Support includes the Ohio Department of Education and Workforce, State Support Teams, Education Service Centers, Information Technology Centers and professional associations and organizations. As a part of the Statewide System of Support, the State Support Team collaborates with schools, families, regional partners and the Department through a continuous improvement process to ensure each child in Ohio has access to a high-quality education.


State Support Team consultants assist districts and schools in improving outcomes for each child with a focus on leadership, team development and inclusive instructional practices.

State Support Team consultants are educators with expertise in Ohio's Improvement Process (OIP), Early Literacy, Early Learning and School Readiness, Positive Behavioral Intervention and Supports and Special Education. State Support Teams provide guidance to build capacity in district personnel to support students with disabilities. Direct supports include but are not limited to Universal Design for Learning, co-planning to co-serve and the requirements of the Individuals with Disabilities Education Act (IDEA).

The Ohio Department of Education and Workforce coordinates 16 regional teams throughout Ohio that can respond to your call today. There is no cost to use their services.

WHERE DO I FIND THE STATE SUPPORT TEAM FOR MY DISTRICT OR SCHOOL?

Click on the State Support Team icons on the map below for more information about each State Support Team region, including their COVID-19 specific resource page.

For State Support Team contacts, click [here](#) .



State Determination Resources

- See [Ohio's Special Education Determination | Ohio Department of Education and Workforce](#) for:
 - Ohio's 2024 State Determination
 - Improvement Efforts

Ohio's Special Education Determination

Every year, each state receives a rating on its implementation of the Individuals with Disabilities Education Act (IDEA), known as its determination. The U.S. Department of Education uses both procedural compliance and student results data, giving each equal weight, to evaluate each state's performance. These data result in one of four determinations — Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention.

Ohio is one of seven states and territories receiving a 2024 determination of *Needs Assistance*. See the Determination Enclosures section of [Ohio's 2022-2023 Annual Performance Report](#) for the determination details.

Special Education Rating Resources

- See [Ohio's Special Education Ratings | Ohio Department of Education and Workforce](#) for:
 - Rating process document
 - Rating presentation slide deck
- Questions? Email Determinations@education.ohio.gov

Ohio's Special Education Ratings



What are Special Education Ratings?

The special education program in a district is the basis of success for students with disabilities. Every year, districts and community schools in Ohio receive a federally required rating on the performance of their special education program, known as the Special Education Rating.* The Ohio Department of Education and Workforce (the Department) calculates this rating using final [Education Management Information System \(EMIS\) data](#), which results in one of four possible ratings — *Meets Requirements*, *Needs Assistance*, *Needs Intervention*, or *Needs Substantial Intervention*. Ohio receives an [annual rating](#) from the U.S. Department of Education based on the same four categories.

The 2024 Special Education Rating is primarily based on final special education program data for the **2022-2023** school year. The [2023-2024 Special Education Profile](#) includes the data used to calculate the rating. The 2024 Special Education Rating is targeted for release in **October 2024**.

THANK YOU

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