

STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT: PART B

for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities Education Act

**For reporting on
FFY 2023**

Ohio



PART B DUE February 3, 2025

**U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202**

Introduction

Instructions

Provide sufficient detail to ensure that the Secretary and the public are informed of and understand the State's systems designed to drive improved results for students with disabilities and to ensure that the State Educational Agency (SEA) and Local Educational Agencies (LEAs) meet the requirements of IDEA Part B. This introduction must include descriptions of the State's General Supervision System, Technical Assistance System, Professional Development System, Stakeholder Involvement, and Reporting to the Public.

Intro - Indicator Data

Executive Summary

Ohio's General Supervision System is designed to ensure continuous improvement in special education services across the state, aiming to support and improve outcomes for children with disabilities. The Ohio Department of Education and Workforce implements a structured approach that emphasizes effective communication, stakeholder engagement, and rigorous monitoring to maintain compliance with IDEA.

Ohio's General Supervision System includes multiple levels of monitoring and improvement:

- Special Education Profile Monitoring: Local Education Agencies (LEAs) receive annual reports in December/January. LEAs that fail to meet state targets and are provided instructions to correct noncompliance. OEC staff review policies, practices, procedures (PPP), and student records. LEAs then complete an indicator analysis and develop improvement plans to address root causes of noncompliance.
- IDEA Onsite Review: LEAs are selected for onsite reviews based on risk analysis, data irregularities, complaints, and referrals. LEAs must address noncompliance within 60 school days and demonstrate systemic improvements within one year. LEAs utilize EDSTEPS for needs assessment and planning, updating their One Needs Assessment and One Plan to address special education priorities.
- Fiscal Monitoring: Ohio uses a fiscal monitoring system for IDEA Part B that functions independent of other federal programs. The special education fiscal monitoring system evaluates each subrecipient's risk of noncompliance. The level of support and oversight each LEA will receive is determined by an annual risk assessment.

Parent engagement is integral to the process, with parent members of the State Advisory Panel on Exceptional Children (SAPEC) and other parents providing feedback through surveys, verbal comments, or email. The state reviews indicator fact sheets with stakeholders, encouraging real-time feedback. The state ensures inclusive engagement of stakeholders, considering geographic region, school district size, race/ethnicity, gender, disability, and other factors. Methods to reach underrepresented stakeholders include partnering with Parent Training and Information Centers (PTIs), disability-focused advocacy organizations, and community partners. The state employs various communication platforms, ensuring clear, concise, and accessible interactions. To solicit public input, the state uses public comment periods, surveys, webinars, in-person meetings, focus groups, and other methods. The IDEA data team develops a stakeholder engagement plan, including timelines and communication modes, reviewed by leadership. Feedback is compiled and summarized to inform decision-making. Ohio updates the Special Education Methodology Updates and Target Setting webpage with recent engagement efforts, linking to indicator fact books, survey tools, and final outcomes. Reports on Ohio's progress in meeting SPP/APR targets are made public through web postings, stakeholder meetings, and conferences.

The state posts the completed SPP/APR and a report on LEA performance within 120 days of submission, making this information available on the state website. Each LEA receives an annual Special Education Profile and Rating, detailing performance on the indicators and required monitoring activities. Public summaries and updates on determinations, required actions, and improvement strategies are also posted online.

OEC staff oversee all monitoring steps, ensuring LEAs address compliance issues and systemic improvements. This structured approach aims to ensure continuous improvement in special education services across the state, reflecting a comprehensive strategy to support and improve outcomes for children with disabilities in Ohio.

Additional information related to data collection and reporting

Ohio defines a local education agency (LEA) as a public district or community school receiving IDEA funds and serving students with disabilities.

Number of Districts in your State/Territory during reporting year

974

General Supervision System:

The systems that are in place to ensure that the IDEA Part B requirements are met (e.g., integrated monitoring activities; data on processes and results; the SPP/APR; fiscal management; policies, procedures, and practices resulting in effective implementation; and improvement, correction, incentives, and sanctions). Include a description of all the mechanisms the State uses to identify and verify correction of noncompliance and improve results. This should include, but not be limited to, State monitoring, State database/data system, dispute resolution, fiscal management systems as well as other mechanisms through which the State is able to determine compliance and/or issue written findings of noncompliance. The State should include the following elements:

Describe the process the State uses to select LEAs for monitoring, the schedule, and number of LEAs monitored per year.

Special Education Profile Monitoring. The state issues written findings of noncompliance to LEAs each December/January via the Special Education Profile. Approximately 500 LEAs do not meet established targets and have required actions for at least one measure each year. Many LEAs have required actions for multiple measures each year. LEAs are provided instructions and materials to address noncompliance. LEAs making progress toward disproportionality thresholds may meet the reasonable progress provision. OEC monitors and approves all steps in the review process.

By February, LEAs may submit data reporting errors for review by OEC. LEAs with verified data reporting errors, noncompliance, underperformance, and/or disproportionality must address root causes. LEAs submit indicator-specific policies, practices, and procedures (PPP) and student records for state review.

OEC reviews PPP and student records using rubrics aligned to IDEA requirements and provide feedback to the LEA. The state provides LEAs a file that lists the students included in the calculation. LEAs submit five student records of currently enrolled students per noncompliance item to the state for review. Two reviewers from OEC assess records for compliance. Results are communicated to LEAs for individual correction and systemic verification. By April, LEAs complete an indicator analysis, which is a set of guided questions facilitated by the state support team (SST), and an improvement plan. The indicator analysis helps LEAs assess needs and gaps in practice, which become improvement plan activities.

By mid-May, LEAs are required to correct individual cases of noncompliance (i.e., individual corrections). LEAs are encouraged to seek assistance from SSTs to correct the records and implement improved internal practices to prevent future noncompliance.

In mid-September, LEAs provide evidence of completion for improvement plan activities and submit additional records that were not the cause of the original finding of noncompliance to demonstrate systemic correction and improvement.

The state issues LEA determinations (i.e., the Special Education Rating) each October. LEAs that do not sufficiently complete the profile monitoring process within the timeline receive a rating of Needs Intervention and are referred to OEC for an IDEA onsite review.

IDEA Desk Review. OEC is currently developing an IDEA Desk Review process to implement during the 2025-2026 school year. OEC will identify LEAs through the ED STEPS Cohort List to ensure that each completes the IDEA Desk Review once every six years. The intent of the review is to assist LEAs

in building the foundation to ensure compliance and continuous improvement within their special education programs and services. During the desk review, LEAs will make data-based determinations of their effectiveness in meeting IDEA requirements and review their special education policies, procedures and practices, six-year special education data trends, student performance outcomes, and special education records compliance. IDEA Onsite Review. LEAs are selected for an IDEA Onsite Review for one or more of the following reasons:

- Risk analysis based upon multiple factors and measures associated with compliance and performance data. LEAs that did not clear the profile monitoring process are prioritized.
- EMIS and other data that suggest irregularities in the LEA's special education process.
- Patterns of repeated and/or systemic complaints and due process hearing requests regarding special education services.
- Referral from other agencies or entities, such as the Ohio Auditor of State's office, the office of the Ohio Attorney General or state internal offices, State Support Teams.
- Analysis of other data and information suggesting the need for a closer review.

Up to 30 LEAs and their associated organizations have an Onsite Review each year. This number varies based on the annual risk assessment.

Onsite Review activities are conducted throughout the school year. A summary report is sent to LEAs within 90 days from completion of the onsite visit. LEAs have 60 school days to correct individual noncompliance findings and complete required trainings. LEAs must complete all activities within their corrective action plan and submit evidence within one year of the date of notification (Summary Report). As part of the corrective action plan process, LEAs must submit a new sample of student records for review to demonstrate systemic correction.

LEAs then move into the Guided Self-Review to ensure they have a plan for continuous improvement. LEAs utilize the Guided Self-Review to identify and address special education priority areas within their One Needs Assessment and One Plan. Career Technical Centers (CTC) will utilize OEC's Special Education Needs Assessment to develop and implement a Strategic Improvement Plan. LEAs and CTCs submit evidence of implementing their plan.

Fiscal Monitoring. Ohio uses a fiscal monitoring system for IDEA Part B that functions independent of other federal programs. The special education fiscal monitoring system evaluates each subrecipient's risk of noncompliance. The level of support and oversight each LEA receive is determined by an annual risk assessment. The system includes four levels.

Tier I: Universal Monitoring. As the primary recipient of IDEA Part B federal grants, the state is responsible for monitoring the activities of its subrecipients to ensure the subaward is used for authorized purposes and is compliant with federal and state statutes, regulations, and the terms and conditions of the grant, pursuant to 2 CFR §200.332.

Tier II: Self-Assessment. All LEAs in the state take part in Tier II monitoring at least once every three years. The self-assessment monitoring activities are conducted for both general grant and IDEA-specific fiscal indicators. Districts are required to address the same questions as Tier 3 monitoring.

Tier III: Targeted Monitoring (Desk Review). State staff are responsible for the monitoring of general grant oversight and IDEA-specific requirements using the fiscal monitoring protocols for IDEA. The targeted and intensive monitoring activities are conducted for both general grant oversight and IDEA-specific fiscal indicators. Desk reviews ensure that each LEA has internal controls in place for schools to remain compliant with federal and state statutes. The desk review includes a review of files submitted by the LEA.

Tier IV: Intensive Monitoring (Onsite Review). When the risk assessment indicates a need for increased monitoring and support, LEAs are identified for Tier IV intensive monitoring. Intensive monitoring is provided to districts scoring highest in the risk assessment (top 1 percent). Tier IV begins with a document review that assesses internal controls at the LEA. An in-person component or virtual component is involved.

Monitoring Report. The IDEA Resource Management team tracks identified noncompliance and technical assistance issues through the Monitoring Tracking System (MTS) throughout the desk or onsite review process. The survey within the MTS outlines the monitoring objectives, scope, and methodology. As technical assistance and findings are identified and corrective action plans are created, these are added to the survey in the MTS. Upon resolution, a staff member sends a final notification to the LEA of the conclusion, any corrective actions required, and any additional next steps. Findings contain a statement of noncompliance, condition found or reason for the finding, and the request for required corrective actions and evidence for verification of correction. Each finding of noncompliance must be addressed as soon as possible and no later than one year from the date of the creation of the finding [34CFR § 300.600(e)]. Depending on the severity of the noncompliance, LEAs may be required to submit a detailed corrective action plan and timeline within thirty (30) days of the notification.

Describe how student files are chosen, including the number of student files that are selected, as part of the State's process for determining an LEA's compliance with IDEA requirements and verifying the LEA's correction of any identified compliance.

Special Education Profile Monitoring. When an investigation of records is applicable, the state provides LEAs a records for review file specific to the calculation of each measure and the state-student identification (SSID) number for the students included in the calculation. The LEA submits five student records of currently enrolled students per noncompliance item to the state for review. The LEA submits additional, subsequent records that were not the cause of the original finding of noncompliance for review by OEC staff to verify the LEA is implementing regulatory requirements consistent with QA23-01.

IDEA Onsite Review. The state selects a sample number of special education records equitably to represent all buildings, grade levels, disability categories, placed out of district, genders, and races, or may be targeted based on the analysis of educational agency data.

For example, if the analysis of the educational agency's data indicates an area of concern regarding the high percentage of students identified in the category of Emotional Disturbance that are receiving services in a separate facility at the high school level, the team may decide to target student records for review from that student population and building. Or, the team may identify a specific disability category, such as Deafness, where a high percentage of students are receiving services in a separate classroom. For a 95 percent confidence level and 20 percent margin of error, OEC reviews 10 records from LEAs with 50 or fewer students with disabilities; 16 records for LEAs with 51-100 students with disabilities; 20 records for LEAs with 101-200 students with disabilities; 25 records for LEAs with 201-2,000 students with disabilities; and 50 records for LEAs with more than 2,000 students with disabilities.

For CTCs, County Boards of Developmental Disabilities (CBDD), and Educational Service Centers (ESC), the state selects up to five records from each associated educational agency. LEAs are required to correct any noncompliance findings and submit corrections to the state for review within 60 school days of the notification of findings. LEAs submit a new sample of records after required trainings have been completed to demonstrate systemic correction within one year of notification of findings. As part of the onsite review, LEAs are required to create and implement an internal monitoring process. LEAs review student records at least quarterly using the OEC's record review tools. LEAs report the data findings and use this data to develop additional training and professional development for their staff.

Describe the data system(s) the State uses to collect monitoring and SPP/APR data, and the period from which records are reviewed.

The state collects data through the Education Management Information System (EMIS). The EMIS is a statewide data collection system for Ohio's primary and secondary education, as well as staff and fiscal data. EMIS is the system to which LEAs report various data elements, including student and staff demographic information, attendance, course information, financial data, and test results. EMIS provides specifications that are used to define elements and submission requirements. Each LEA purchases or develops software tools capable of meeting those specifications. Data are collected by LEAs through their own student information systems (SIS). Data are then collected from LEAs by the regional Information Technology Centers (ITCs). The regional ITCs prepare the data to be submitted to the data collector and then passed on to the state EMIS databases. These data are submitted through the state's data collector system where it is cleaned, validated, and aggregated. The state EMIS office provides many data verification reports that provide LEAs and ITCs with feedback about the validity of their data and makes available frequent opportunities for data correction during each reporting window. The state's monitoring includes comparison of individual student records maintained by the LEA to the data reported in EMIS. Ohio Revised Code (<https://codes.ohio.gov/ohio-revised-code/section-3301.0714>) and Ohio Administrative Code (<https://codes.ohio.gov/ohio-administrative->

code/rule-3301-14-01) require LEAs to report data to EMIS and to verify and approve all EMIS data. Data should be reviewed and verified prior to the close of the different data collections (<https://education.ohio.gov/Topics/Data/EMIS/Reporting-Responsibilities/EMIS-Data-Collection-Calendars>). The state reports LEA-level SPP/APR indicator data to LEAs annually in December or January via the Special Education Profile. LEAs begin submitting student records for review immediately following the state's issuance of the profile. OEC staff begins reviewing the submitted student records immediately upon receipt. OEC staff then communicates to LEAs detailed instructions regarding any noncompliance found and expectations for individual correction. OEC staff then reviews student records implemented subsequent to LEA training to ensure systemic improvement and compliance to IDEA by the following September.

Describe how the State issues findings: by number of instances or by LEAs.

The state issues findings by LEA.

If applicable, describe the adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction).

n/a

Describe the State's system of graduated and progressive sanctions to ensure the correction of identified noncompliance and to address areas in need of improvement, used as necessary and consistent with IDEA Part B's enforcement provisions, the OMB Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), and State rules.

As a means of ensuring timely correction of noncompliance, the OEC and the Department of Children and Youth (DCY) have developed a system of progressive sanctions for LEAs that do not complete corrective activities within the required timelines. This policy communicates how and when sanctions can be imposed and outlines the state's authority to impose these sanctions.

LEAs identified as noncompliant receive written notification from the OEC and the DCY describing the noncompliance and the requirements to create and implement corrective actions, including due dates for completion, as well as the method for documenting the completion of these actions.

Components of corrective action plans may include review of educational records, student-specific corrective actions, professional development and technical assistance, fiscal records review and implementation or correction of fiscal processes to align with federal requirements, or recovery of funds or redirection of funds by the state to address misappropriation of either state or federal funds.

When an LEA or other provider does not complete the required corrective activities within the established timeline as determined by the OEC or DCY, the state will take the following steps. (1) The administrator of the OEC or DCY will send the LEA a notification documenting its failure to meet the required deadline. The notification will include a revised date for completing the remaining items and will indicate whether specific applicable funds (state and/or federal) will be redirected, in a manner determined by the OEC or DCY, as necessary, if the revised dates are not met. Applicable funds include IDEA Part-B funds (pre-K and school-age), and state-weighted special education funds (General Revenue Fund (GRF) foundation funds). (2) If the LEA fails to meet the revised deadline, it will receive notification by email and through the Comprehensive Continuous Improvement Plan (CCIP) from the administrator of the OEC or DCY that will (a) indicate which funds (state and/or federal) will be redirected, as well as steps the LEA must take to secure the release/control of these funds, (b) indicate that due to continued noncompliance, the state is moving to withhold, redirect, or recover additional funds, and (c) inform the LEA of its opportunity for an Ohio Revised Code Chapter 119 Hearing.

Describe how the State makes annual determinations of LEA performance, including the criteria the State uses and the schedule for notifying LEAs of their determinations. If the determinations are made public, include a web link for the most recent determinations.

Parallel to the determinations that the Office of Special Education Programs annually makes for states, each LEA that receives federal special education funding receives a local determination, known as a Special Education Rating in Ohio, annually in October. The Special Education Rating evaluates the performance of each educational agency against a subset of SPP/APR indicator targets and identifies whether local entities successfully completed Special Education Profile monitoring, as described above in response to the, "Describe the process the State uses to select LEAs for monitoring, the schedule, and number of LEAs monitored per year," prompt.

The Special Education Rating assesses LEA performance on compliance Indicator 4b (discipline discrepancies by race), Indicators 9 and 10 (disproportionate representation), Indicator 11 (initial evaluation timelines), Indicator 12 (early childhood transition), Indicator 13 (secondary transition planning), and Indicator 18 (general supervision/timely correction of noncompliance), as well as valid and reliable data and IDEA audit findings. The Special Education Rating combines these eight measures of procedural compliance with two measures of students' results: Indicators 1 (graduation rate) and 2 (dropout rate).

The Special Education Rating is based on an average of the compliance score and results score, as well as the results of the indicator monitoring process for the preceding Special Education Profile. To determine the overall score, the state (1) totals the points across the compliance measures and divides that total by the number of compliance measures for which the LEA has data. The total number of compliance measures can be up to eight and not every LEA has data for every measure each year. This is the compliance score. (2) Totals the points across results measures and divides that total by the number of results measures for which the LEA has data. The total number of results measures can be up to two and not every LEA has data for every measure each year. This is the results score. (3) Calculates an average of the compliance score and results score to determine the overall score. The overall score corresponds to a point range for each rating category. The Special Education Rating also accounts for the completion of monitoring for the preceding Special Education Profile, typically released in December or January each year.

To earn a rating of Meets Requirements, an LEA must have an average compliance and results score of 3.75-4.00.

To earn a rating of Needs Assistance, an LEA must have an average compliance and results score of 3.00-3.74.

To earn a rating of Needs Intervention, an LEA must meet at least one of four criteria: (1) have an average compliance and results score of 1.25-2.99, (2) have a rating of Needs Assistance for three or more consecutive years, or (3) failure to complete the Tier 1 indicator monitoring process by the systemic improvement deadline annually in September, or (4) demonstrate continued noncompliance (defined as two or more consecutive years of uncorrected noncompliance).

To earn a rating of Needs Substantial Intervention, an LEA must meet at least one of two criteria: (1) have an average compliance and results score of 0.00-1.24, or (2) have a rating of Needs Intervention for three or more consecutive years.

The state's process for calculating the annual Special Education Rating is available on Ohio's Special Education Ratings webpage at <https://education.ohio.gov/Topics/Special-Education/Special-Education-Monitoring-System/Ohio-s-Special-Education-Ratings>. See, "Ohio's 2024 Special Education Rating Process," document linked at the end of the third paragraph within the "What are Special Education Ratings?" section.

Provide the web link to information about the State's general supervision policies, procedures, and process that is made available to the public.

Ohio's general supervision policies, procedures, and process is made available to the public at <https://education.ohio.gov/Topics/Special-Education/Special-Education-Monitoring-System/General-Supervision-and-Monitoring-Process>.

Technical Assistance System:

The mechanisms that the State has in place to ensure the timely delivery of high quality, evidence-based technical assistance, and support to LEAs.

Ohio provides technical assistance that is designed to improve services and results for students with disabilities. Through this assistance, the state uses a variety of strategies, at varying levels of intensity, to build capacity throughout the state.

State Support Teams. Ohio Revised Code 3312 established the Educational Regional Service System, a coordinated, integrated, and aligned regional

system to support state and LEA efforts to improve school effectiveness and student achievement. The state awards 16 contracts to educational service centers designated as fiscal agents for the State Support Teams (SSTs) within their geographic regions. The 16 State Support Teams, along with the state, comprise Ohio's State System of Support.

The goal of the State System of Support is to build the capacity of local and related educational agencies to engage in systemic and sustainable improvement that impacts educational outcomes for students. SSTs integral to implementing and achieving this goal. By providing high-quality technical assistance and professional learning, SSTs support educational agencies in developing the capacity to fully implement evidence-based high leverage educational practices that result in data-based decisions, learning across all levels of the system, and sustained implementation. Through collaboration within and across regions, SSTs access national, state, regional, and local agencies and resources to support educational agencies and families. State staff determine the scope of work for the SSTs, as outlined in an annual performance agreement. SSTs are responsible for the regional delivery of training and support to LEAs related to special education, school improvement, literacy, climate, and early learning and school readiness. The performance agreement details specific deliverables to guide SSTs' work with LEAs, organized by national and state priority areas (e.g., academic achievement of students with disabilities). SSTs operate within a tiered service delivery model based largely on the LEA's report card, Special Education Profile, and determination (Special Education Rating). SSTs use multiple years of data to identify patterns of strengths and weaknesses within each LEA and across LEAs located in their regions. SSTs also provide information and services to parents and families of children with disabilities and those at risk of being identified with disabilities.

Areas of priority include Positive Behavioral Interventions and Supports as part of a multi-tiered system of support, language and literacy professional learning and implementation for preschool through grade three, and secondary transition/workforce development. SSTs also support educational agencies in meeting requirements and implementing best practices, aligning efforts statewide to improve results for students with disabilities and other underperforming students, including third grade reading performance, graduation rates, and post-school outcomes.

At each SST, a team of consultants provides technical assistance and professional learning to support identified regional issues related to the State Performance Plan/Annual Performance Report indicator data such as least restrictive environment and improving reading and mathematics performance of children with disabilities. SSTs provide support to LEA identified through indicator reviews, IDEA onsite monitoring reviews, and the complaint process. SSTs provide required technical assistance and professional development to educational agencies to assist in the correction process. SSTs also provide technical assistance and professional learning related to parent and community engagement, support and services for students with autism, sensory disabilities and low-incidence disabilities, and assistive technology. SSTs are an integral part of the State System of Support in the delivery of technical assistance and professional learning as it relates to both regulatory requirements and improved outcomes for students.

More information on the SSTs, including links to individual SST websites, is available at Ohio's State Support Teams webpage (<https://education.ohio.gov/Topics/School-and-District-Improvement/State-Support-Teams>).

Ohio Center for Autism and Low Incidence (OCALI). With funding from the state and other sources, OCALI, formally known as the Ohio Center for Autism and Low Incidence, serves families, educators, and professionals working with students with autism and low-incidence disabilities, including autism spectrum disorders, multiple disabilities, orthopedic impairments, other health impairments, and traumatic brain injuries. OCALI created two centers, The Outreach Center for Deafness and Blindness and the Assistive Technology as well as Accessible Educational Materials Center, to unify existing programs for students with deafness/hard of hearing, blind/visual impairment and print disabilities and expand them to create a collaborative comprehensive network of regional resources that positively impact the educational achievement of students with sensory disabilities. Through these centers, the Office for Exceptional Children is working to build state and system-wide capacity to improve outcomes through leadership, training and professional development, technical assistance, collaboration, and technology. OCALI also provides assistive technology services, including resources, professional development, and loans of specific devices. More information is available at <https://ocali.org/>.

Ohio Coalition for the Education of Children with Disabilities. As Ohio's Parent Training and Information Center, the Ohio Coalition for the Education of Children with Disabilities supports parents and families of children with disabilities and works to promote support for the professionals who serve them. The Ohio Coalition for the Education of Children with Disabilities has both centralized and regional consultants throughout Ohio, providing parent support, resources, and learning activities. More information is available at <https://www.ocecd.org/>.

Parent Mentors. Across Ohio, a network of more than 100 parent mentors serves more than 16,000 parents and families of children with disabilities and those at risk. Parent mentors are parents of children with disabilities who work within LEAs to provide families and school personnel with information, resources, and support to build collaborative partnerships between families and schools. The details of the parent mentor role vary by location based on the needs of the educational agency and parents. Parent mentors serve as resources for parents on a variety of topics related to special education, including the rights and services afforded to them by state and federal law, as well as networks and other resources available in their communities. They work as liaisons between families and educational agency personnel to encourage productive communication that results in effective programs for children with disabilities.

Seminars, Trainings, and Conferences. OEC and the DCY offer various in-person and web-based seminars, trainings, and conferences throughout the state targeted to educational agency administrators, teachers, related service providers, college/university faculty representing teacher preparation programs, and parents of children with disabilities.

Professional Development System:

The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for children with disabilities.

Ohio provides Professional Development that is designed to improve practices and services for results for students with disabilities. The state uses a continuum of strategies, at varying levels of intensity, to build capacity throughout the state.

State Support Teams

Ohio Revised Code 3312 established the Educational Regional Service System, a coordinated, integrated, and aligned regional system to support state and LEA efforts to improve school effectiveness and student achievement. The state awards 16 contracts to educational service centers designated as fiscal agents for the State Support Teams (SSTs) within their geographic regions. The 16 State Support Teams, along with the state, comprise Ohio's State System of Support.

The goal of the State System of Support is to build the capacity of local and related educational agencies to engage in systemic and sustainable improvement that impacts educational outcomes for students. SSTs integral to implementing and achieving this goal. By providing high-quality professional learning and dedicated coaching deployed through a tiered model, SSTs support educational agencies in developing the capacity to fully implement evidence-based high leverage educational practices that result in data-based decisions, learning across all levels of the system, and sustained implementation. Through collaboration within and across regions, SSTs access national, state, regional, and local agencies and resources to support educational agencies and families.

State staff determine the scope of work for the SSTs, as outlined in an annual performance agreement. SSTs are responsible for the regional delivery of training and support to LEAs related to special education, school improvement, literacy, climate, and early learning and school readiness. The performance agreement details specific deliverables to guide SSTs' work with LEAs, organized by national and state priority areas (e.g., academic achievement of students with disabilities). SSTs operate within a tiered service delivery model based largely on the LEA's report card, Special Education Profile, and determination (Special Education Rating). SSTs use multiple years of data to identify patterns of strengths and weaknesses within each LEA and across LEAs located in their regions. SSTs also provide information and services to parents and families of children with disabilities and those at risk of being identified with disabilities.

Areas of priority include Positive Behavioral Interventions and Supports as part of a multi-tiered system of support, language and literacy professional learning and implementation for preschool through grade three, and secondary transition/workforce development. SSTs also support educational

agencies in meeting requirements and implementing best practices, aligning efforts statewide to improve results for students with disabilities and other underperforming students, including third grade reading performance, graduation rates, and post-school outcomes.

At each SST, a team of consultants provides technical assistance and professional learning to support identified regional issues related to the State Performance Plan/Annual Performance Report indicator data such as least restrictive environment and improving reading and mathematics performance of children with disabilities. SSTs provide support to LEA identified through indicator reviews, IDEA onsite monitoring reviews, and the complaint process. SSTs provide required technical assistance and professional development to educational agencies to assist in the correction process. SSTs also provide technical assistance and professional learning related to parent and community engagement, support and services for students with autism, sensory disabilities and low-incidence disabilities, and assistive technology. SSTs are an integral part of the State System of Support in the delivery of technical assistance and professional learning as it relates to both regulatory requirements and improved outcomes for students.

As part of the State System of Support, other State Agencies, in collaboration with the SEA and the SSTs also provide Professional Development. The SSTs and the SEA have partnerships with the Dept. of Developmental Disabilities, Opportunities for Ohioans with Disabilities (Ohio's VR agency) as well as Department of Children and Youth and Ohio employment First, to list a few. Together we provide professional learning to families, educators and related service professionals across the state.

More information on the SSTs, including links to individual SST websites, is available at Ohio's State Support Teams webpage (<https://education.ohio.gov/Topics/School-and-District-Improvement/State-Support-Teams>).

Ohio Center for Autism and Low Incidence (OCALI)

With funding from the state and other sources, OCALI, formally known as the Ohio Center for Autism and Low Incidence, serves families, educators, and professionals working with students with autism and low-incidence disabilities, including autism spectrum disorders, multiple disabilities, orthopedic impairments, other health impairments, and traumatic brain injuries. OCALI created two centers, The Outreach Center for Deafness and Blindness and the Assistive Technology as well as Accessible Educational Materials Center, to unify existing programs for students with deafness/hard of hearing, blind/visual impairment and print disabilities and expand them to create a collaborative comprehensive network of regional resources that positively impact the educational achievement of students with sensory disabilities. Through these centers, the Office for Exceptional Children is working to build state and system-wide capacity to improve outcomes through leadership, training and professional development, collaboration, and technology. OCALI also provides assistive technology services, including resources, professional development, and loans of specific devices. More information is available at <https://ocali.org/>.

Stakeholder Engagement:

The mechanisms for broad stakeholder engagement, including activities carried out to obtain input from, and build the capacity of, a diverse group of parents to support the implementation activities designed to improve outcomes, including target setting and any subsequent revisions to targets, analyzing data, developing improvement strategies, and evaluating progress.

When gathering stakeholder input, the state takes into account the geographic regions of the state, urban and rural communities, the representation of different sizes of school districts, and the race/ethnicity of stakeholder voices compared to the student population. Other factors considered include gender, disability, age/grade/school level, migrant status, foster status, and homelessness.

To engage stakeholders who may be difficult to reach, the state employs various approaches as needed. This may include partnering with Parent Training and Information Centers (PTIs) to identify and reach underrepresented stakeholders, engage with disability-focused advocacy organizations, and collaborate with other organizations.

The state provides multiple opportunities for stakeholder engagement through various modes of communication, including public comment periods of 2-4 weeks, survey tools for written feedback, webinars, in-person meetings, focus groups, and other methods as determined by the state. When stakeholder engagement is required for an indicator(s), the IDEA data team creates a stakeholder engagement plan that includes the timeline, modes of communication, a list of internal and external stakeholders, and a public comment period if needed. This plan and the communication materials are reviewed by the Office of Accountability and OEC leadership or their designee, and other internal staff are consulted as necessary.

For public comment and in-person/virtual meetings, the IDEA data team requests feedback through follow-up surveys, which are compiled and summarized to ensure all final feedback is considered.

Recent stakeholder feedback is summarized on Ohio's Special Education Methodology Updates and Target Setting webpage at <https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>.

Apply stakeholder engagement from introduction to all Part B results indicators (y/n)

NO

Number of Parent Members:

40

Parent Members Engagement:

Describe how the parent members of the State Advisory Panel, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents were engaged in setting targets, analyzing data, developing improvement strategies, and evaluating progress.

Parent members of SAPEC and parents who participated in the public comment period(s) or the stakeholder meeting(s) reviewed the indicator fact books and provided feedback via online survey, paper survey, verbally, or via email.

The state reviewed the indicator factbooks, including trend data, data and programmatic considerations, and proposed target and methodological options with SAPEC and the virtual stakeholder meeting participations. The state responded to all questions from participating parents and encouraged feedback in real time. Parents were directed to submit additional feedback via public comment or the designated email address.

Activities to Improve Outcomes for Children with Disabilities:

The activities conducted to increase the capacity of diverse groups of parents to support the development of implementation activities designed to improve outcomes for children with disabilities.

The state organizes multiple opportunities to ensure diverse groups of parents were able to participate in the development of implementation activities designed to improve outcomes for children with disabilities.

The state collaborates with The Ohio State University across numerous activities to support families of children with disabilities. The state provides grant funding to the Ohio Statewide Family Engagement Center to provide a community of practice to regional State Support Teams family and community engagement consultants. The Family and Community Engagement Network strengthens Ohio's multi-tiered system of supports for families of students receiving special education services. Partners representing agencies that directly support families of children with disabilities are included as an integral part of this community of practice, along with representatives from the Ohio Department of Education and Workforce across multiple offices. As part of their support, Ohio State provides professional development and networking opportunities, webinars, onsite and virtual technical assistance, and support for regional implementation of high impact family engagement practices. Ohio State has begun developing an Ohio Model Schools for Family Engagement framework to develop a pathway of support for Ohio local education agencies to be better equipped and supported to collaborate effectively and inclusively with families of students with disabilities.

The state provides grant funding to The Ohio State University's Center on Education and Training for Employment (CETE) along with ongoing guidance and collaboration for development, distribution and analysis of results of Ohio's annual Indicator 8 Family Survey. In addition to meeting the reporting requirements for this survey, results also provide valuable information for improving services to families of students with disabilities. The survey was redesigned to be mobile friendly, more streamlined and accessible in numerous languages (English, Arabic, Chinese, Haitian-Creole, Japanese, Nepali, Russian, Simplified Chinese, Spanish, Somali, and Ukrainian). Results are analyzed and the team at CETE adjusts based on participant feedback to reach more families and provide more meaningful results. One example of an adjustment that has been made is to utilize a culture broker strategy to attempt to reach more families of differing cultural backgrounds. The numbers of families reached with the mobile survey format is a great increase over the previous paper version that was used.

The state funds over 80 Parent Mentor positions throughout Ohio. Parent Mentors are parents of children with disabilities who are employed by a district or educational service center to provide free support to other families of children with disabilities as they navigate the special education process. Parent Mentors are not advocates, rather, they inform and guide families on the special education process and how to communicate effectively with educators. The state guides the work of Parent Mentors and has contracted with The Ohio State University Center on Education and Training for Employment to provide ongoing oversight and professional development to all Parent Mentors. The state continues to support and grow this program, which is unique to Ohio.

The state provides grant funding to the Ohio Coalition for the Education of Children with Disabilities (OCECD) for regionally based support services to parents and families of children with disabilities. These supports may be one-on-one or trainings to parent groups and are available in the preferred language of the family. This year's projects funded by this grant also include continued support and ongoing collaborative development of the Reading Tips for Families website, which provides information specifically for families to support early literacy skill development for families of emerging readers. This inclusive website provides resources in a variety of formats and languages and can be found at <https://readingtipsforfamilies.com>

The state has partnered with other offices within the agency and the Department of Children and Youth to maintain the Families of Students with Disabilities webpage specifically designed to provide resources to families of students with disabilities at <https://education.ohio.gov/Topics/Special-Education/Families-of-Students-with-Disabilities>. This page highlights existing resources for families, including how to access one-on-one support, in one central location on the state's website. This page is continuously updated with new resources and opportunities based on stakeholder feedback from numerous parent groups, including the State Advisory Panel for Exceptional Children and the Ohio Coalition for the Education of Children with Disabilities. The state has created a family-friendly Evaluation Roadmap document and a Secondary Transition Roadmap document to help families understand the process, documents, and available supports, and the state plans to develop a roadmap to explain the transition to kindergarten process for children with disabilities. The roadmaps have been translated into numerous languages and shared widely.

Ohio created a Family Engagement Team to connect individuals across the office who are working on family engagement projects and supports. The purpose of the team is to share updates, collaborate, and seek opportunities to support and coordinate family engagement initiatives throughout the office. This group works on alignment, awareness, sharing results from the Family Engagement survey, and maintaining the Families of Students with Disabilities resource webpage, and streamlining the resources on the state's website to create better coherence and support easier navigation for both families and educators. Additionally, an agency-wide Family Engagement Workgroup was also created to promote a better and more consistent understanding across the agency about this work and greater opportunities to promote supports to parents.

Taken together, these efforts have increased the capacity of diverse groups of parents in Ohio to support implementation activities designed to improve outcomes for children with disabilities.

Soliciting Public Input:

The mechanisms and timelines for soliciting public input for setting targets, analyzing data, developing improvement strategies, and evaluating progress.

The state is dedicated to ensuring effective communication with stakeholders regarding IDEA indicators. A stakeholder is defined as any internal or external person or organization with a vested interest or directly impacted by IDEA regulations, including the Part B State Performance Plan and Annual Performance Report, Special Education Profile, and Special Education Rating. To ensure comprehensive and representative engagement, the state mandates stakeholder involvement in all processes related to indicator target setting, as well as considerations of cell size, n-size, and thresholds, as required by the Office of Special Education Programs (OSEP). The diverse representation of stakeholders is crucial, and Ohio strives to reflect the broad spectrum of Ohio's population in stakeholder engagement, considering factors such as geographic region (urban and rural communities), school district size (small, medium, large), race/ethnicity, gender, disability, age/grade/school level, migrant status, foster status, and homelessness.

When engaging with stakeholders who may be difficult to reach, the state employs a variety of approaches to ensure inclusivity. These methods may include partnering with Parent Training and Information Centers (PTIs) to identify and reach underrepresented stakeholders; engaging with disability-focused advocacy organizations; collaborating with organizations to provide childcare during meetings; utilizing natural gathering spots in the community, such as local malls, large employers, and neighborhood community centers; leveraging community partners, including faith-based organizations and parent groups, to seek stakeholder input; utilizing technology, including email, text, direct messages, and social media platforms (e.g., Facebook, Twitter, Instagram), to invite and engage stakeholders; and communication with stakeholders is designed to be clear, concise, timely, accessible, and purposeful.

Procedure for Soliciting Public Input

The state provides multiple opportunities for stakeholder engagement through various modes of communication, including a public comment period lasting between 2-4 weeks; creation and dissemination of survey tools to gather written feedback; hosting webinars to facilitate virtual engagement; organizing in-person meetings to foster direct interaction; conducting focus groups for detailed discussions; and employing other methods as deemed appropriate by the state.

Once it is determined that stakeholder engagement is required for specific indicators, the IDEA data team develops a stakeholder engagement plan. This plan includes a timeline, modes of communication, a list of internal and external stakeholders, and, if necessary, details for a public comment period. The stakeholder engagement plan and associated communication materials are reviewed by leadership within the Office of Accountability and the Office for Exceptional Children (OEC) or their designees. Other internal staff members may also be consulted during this review process. For public comment periods and in-person or virtual meetings, the IDEA data team requests feedback through follow-up surveys. The feedback collected is then compiled and summarized by the IDEA data team to ensure that all stakeholder input is considered in the decision-making process.

Making Results Available to the Public:

The mechanisms and timelines for making the results of the target setting, data analysis, development of the improvement strategies, and evaluation available to the public.

Ohio regularly updates the Special Education Methodology Updates and Target Setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>) with recent and ongoing stakeholder engagement efforts. This webpage includes links to indicator fact books developed by the state, a summary of the process, stakeholder feedback received, and final outcomes of the most recent cycle of

engagement. When a public comment period is active, this webpage will also link to surveys which stakeholders may use to provide feedback on SPP/APR indicator-related targets, data analysis, improvement strategies, and evaluation.

Reporting to the Public

How and where the State reported to the public on the FFY 2022 performance of each LEA located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State's submission of its FFY 2022 APR, as required by 34 CFR §300.602(b)(1)(i)(A); and a description of where, on its Web site, a complete copy of the State's SPP/APR, including any revisions if the State has revised the targets that it submitted with its FFY 2022 APR in 2024, is available.

The state reports to the public on Ohio's progress and/or slippage in meeting the SPP/APR indicator targets through web postings, meetings with stakeholders and professional organizations (including the state advisory panel), and through regional and statewide conferences.

- The state posted the state's complete FFY 2022 (2022-23) SPP/APR to the state website (<https://education.ohio.gov/Topics/Special-Education/State-Performance-Plan>) following the clarification period in April 2024.

- The state posted a report on the performance of LEAs located in the state on the SPP/APR indicators on the state website within 120 days after submission of the SPP/APR, as required. This public indicator report is available at <https://education.ohio.gov/Topics/Special-Education/Resources-for-Parents-and-Teachers-of-Students-wit/District-Level-Performance-Data>. Scroll to the, "Profile Data," section towards the bottom of the page. The Excel file titled, "2022-2023 District-Level Special Education Indicator Data," serves to meet this requirement. In addition to the public indicator report, each LEA receives an annual Special Education Profile, comprised of a data profile and required monitoring activities, and an annual Special Education Rating detailing its performance on the indicators included in the subset for making LEA determinations. Special Education Profiles are available to the public (with data based on small groups of students masked as appropriate) on the state's website. The public profile summary is available at <https://education.ohio.gov/Topics/Special-Education/Special-Education-Data-and-Funding/District-Level-Performance-Data> via the, "Click here to access the Special Education Profile for any district," link at the top of the webpage.

- Ohio has reported to the public on the state's 2024 determination, required actions, and improvement strategies through the state website, including distribution through news announcements and public agency listservs (see <https://education.ohio.gov/Topics/Special-Education/Special-Education-Monitoring-System/State-Determinations>).

Intro - Prior FFY Required Actions

None

Intro - OSEP Response

Intro - Required Actions

Indicator 1: Graduation

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))

Data Source

Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in ED*Facts* file specification FS009.

Measurement

States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma in the numerator and the number of all youth with IEPs who exited high school (ages 14-21) in the denominator.

Instructions

Sampling is not allowed.

Data for this indicator are “lag” data. Describe the results of the State’s examination of the data for the year before the reporting year (e.g., for the FFY 2023 SPP/APR, use data from 2022-2023), and compare the results to the target.

Include in the denominator the following exiting categories: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.

Do not include in the denominator the number of youths with IEPs who exited special education due to: (a) transferring to regular education; or (b) who moved but are known to be continuing in an educational program.

Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma. If the conditions that youth with IEPs must meet in order to graduate with a regular high school diploma are different, please explain.

1 - Indicator Data

Historical Data

Baseline Year	Baseline Data
2023	66.61%

FFY	2018	2019	2020	2021	2022
Target >=	73.80%	75.40%	60.00%	62.00%	64.00%
Data	51.37%	47.99%	58.53%	67.46%	69.63%

Targets

FFY	2023	2024	2025
Target >=	66.61%	68.00%	70.00%

Targets: Description of Stakeholder Input

FFY23 (2022-23 school year) is a new baseline for Indicator 1 based on new methodology that impacts the number of youth with IEPs who exited special education. Prior to the 2022-23 school year, Ohio’s methodology for the dropout calculation was a dropout event count: any student with a disability, aged 14-21, who exited special education with a relevant dropout event was counted as a dropout regardless of subsequent events in the same or later reporting periods. It was possible that some of the students who were counted as having dropped out may have been educated elsewhere and subsequently graduated with a regular high school diploma.

Beginning with the 2022-23 school year, Ohio updated its methodology to follow students longitudinally throughout the reporting period. Thus, students who withdrew from one local education agency and then re-enrolled in the same or another local education agency within the same reporting period no longer count as dropouts. For example, students who exited and reenrolled between July 1, 2022-June 30, 2023, no longer count as dropouts. This change impacts the denominator of Indicators 1 where dropouts are included as exiters. Due to the change in methodology for reporting dropouts in the FS009 Exiting file, the data for Indicator 1 in FFY23 is no longer comparable to the data reported in prior submissions. Accordingly, this necessitates a baseline change to FFY23.

Establishing FFY23 as a new baseline necessitated the state to reset targets for Indicator 1. To facilitate this process, the state developed fact books and feedback forms for each indicator on which the state was seeking public comment, including Indicators 1, 2 4a, 4b, 9, and 10. The state held an initial public comment period in August 2024, a series of three virtual stakeholder group meetings between August and September 2024, presented to the State Advisory Panel for Exceptional Children (SAPEC) in September 2024, and then a second public comment period and open office hour between September and October 2024. For each of the two public comment periods, the IDEA data team partnered with Communications and the Office for Exceptional Children to provide several reminders of public comment via multiple modes, including one direct email to the 11 largest urban LEAs in the state, three articles in EdConnection (the state’s newsletter to LEAs), and two articles in the weekly state support team newsletter. Stakeholders who participated in the first public comment period were invited to take part in the series of virtual stakeholder meetings. Fact books and feedback forms were posted to Ohio’s Special Education Methodology Updates and Target Setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>) and were referred to throughout the stakeholder engagement.

First Public Comment Period

Feedback forms were available for public comment from August 5-23, 2024. The first public comment period resulted in a total of 139 comments from 45 individuals across all six indicators. Twenty-one (46.7 percent) of these commenters were individuals who self-identified as parents of children with disabilities, while seven (15.5 percent) were individuals with a disability.

Virtual Stakeholder Meetings

The state held three two-hour virtual stakeholder meetings in August and September 2024 to review public comment and recommend final methodology and targets for each indicator. Indicators were divided into three groups based on like measures, as follows: Exiting (Indicators 1 and 2), Significant Discipline Discrepancy (Indicators 4a and 4b), and Disproportionate Representation (Indicators 9 and 10). One hundred and one stakeholders were invited to participate in the virtual stakeholder group. Forty-one (40.6 percent) individuals participated in the virtual stakeholder meetings, 10 (24.4 percent) of which self-identified as parents. Four (9.7 percent) participating stakeholders self-identified as an individual with a disability. Each indicator group was facilitated by programmatic experts from various offices within the state. Participants were divided into indicator groups based on their individual preferences.

Second Public Comment

Feedback forms were available for a second public comment period from September 17 to October 4, 2024. The second public comment period resulted in a total of 75 comments from 26 individuals across all six indicators. Twelve (46 percent) of these commenters were individuals who self-identified as parents of children with disabilities, while seven (26.9 percent) were individuals with a disability. Twenty-three (88 percent) of these 26 individuals did not participate in the first public comment period or the virtual stakeholder group, one (4 percent) participated in both, one (4 percent) participated in public comment but not the virtual stakeholder group, and one (4 percent) participated in the virtual stakeholder group but not public comment.

Stakeholder Feedback on Indicator 1

New targets for Indicator 1 are as follows: FFY23 (baseline) =66.61 percent, FFY24 =68.00 percent, FFY25 =70.00 percent. Stakeholders who recommended these final targets identified these targets as more realistic, specifically as staff at local education agencies are still presented with challenges with student engagement post-COVID and have little resources to effectively address the needs of students with disabilities in general education classrooms. Some stakeholders also mentioned the need for developing a growth mindset in the education of students with disabilities. More than half (63 percent) of commenting stakeholders were in favor of the less rigorous set of target options for graduation rate (Indicator 1).

Stakeholders who did not support these final targets and were in favor of more rigorous targets noted that educators must have high expectations for all students with the priority of keeping students in school regardless of subgroup and especially for students with disabilities who are historically un- or underemployed.

Other themes from stakeholder engagement included:

- Alternate pathways are not realistic for special education students who are unable to meet competency requirements.
- LEAs have difficulty meeting targets when they change from year to year.
- A general lack of understanding of the different graduation pathways and rates reported by the state agency.

Confusion is in part due to the fact that graduation is measured in three different ways: the federal graduation rate, Ohio's report card graduation component as required in state law, and Indicator 1 as required by IDEA. The state has taken a collaborative approach to improve understanding of how graduation is calculated across the agency. The factbooks, presentations, walkthrough videos, and frequently asked questions developed through this process seek to ease understanding of Indicator 1 as it relates to other state and federal reporting requirement.

Final targets are reported in the indicator fact book on Ohio's Special Education Methodology Updates and Target Setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>).

Prepopulated Data

Source	Date	Description	Data
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education by graduating with a regular high school diploma (a)	13,410
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education by graduating with a state-defined alternate diploma (b)	
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education by receiving a certificate (c)	2,976
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education by reaching maximum age (d)	50
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education due to dropping out (e)	3,697

FFY 2023 SPP/APR Data

Number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma	Number of all youth with IEPs who exited special education (ages 14-21)	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
13,410	20,133	69.63%	66.61%	66.61%	N/A	N/A

Graduation Conditions

Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma.

Students in the classes of 2023 and beyond must meet graduation requirements that consist of three components: Course Completion, Demonstrating Competency, and Demonstrating Readiness (Seals).

Course Completion: Students must satisfy Ohio's curriculum requirements and any additional local requirements. Students must complete the state minimum 20 credits, with specific units required in each content area, including 4 credits in English language arts, ½ credit in Health, 4 credits in Mathematics, ½ credit in Physical education, 3 credits in Science, 3 credits in Social studies, and 5 credits in electives. Additionally, students must receive instruction in economics and financial literacy (in high school) and complete at least two semesters of fine arts (during grades 7-12). Schools can

locally require more than 20 credits. Schools are required to administer all the high school end-of-course assessments. These are English Language Arts II, Algebra I (or Integrated Math I), Geometry (or Integrated Math II), Biology, American History, and American Government.

Demonstrating Competency: Students must demonstrate competency in the foundational areas of English language arts and mathematics or through alternate demonstrations, which include College Credit Plus, career-focused activities, their ACT or SAT scores, or military enlistment. There are five ways to show competency.

Competency Option 1: Algebra I or ELA II. To demonstrate competency using Ohio's state tests, students must earn a score of 684 or above on both the Algebra I (or Integrated Math I) and English language arts II end-of-course exams.

Students who do not pass the test will be offered additional support and must retake the test at least once. If students have not met the competency score on these tests, there are four additional ways to show competency.

Competency Option 2 (Career Readiness): To demonstrate competency by Career Readiness, students must demonstrate two career-focused activities, at least one must be a foundational option. Foundational options include (1) Cumulative score of proficient on 3 or more WebXams in a single career pathway. (2) Earn 12 points of approved industry-recognized credential or group of credentials totaling 12 points in a single career field. (3) Complete a registered pre-apprenticeship, an apprenticeship, or show evidence of acceptance into an approved apprenticeship. (4) State-issued license for a practice in a vocation that requires an examination. Supporting options include (1) Complete 250-hour work-based learning experience with evidence of positive evaluations. (2) Earn the workforce readiness score on the Workkeys. (3) Earn the OhioMeansJobs Readiness Seal.

Competency Option 3: College Credit Plus. To demonstrate competency through the College Credit Plus Program, students must earn credit in a non-remedial math or English course for the subject area not passed.

Competency Option 4: Military Enlistment. To demonstrate competency through Military Enlistment, students must provide evidence of enlistment in a branch of the armed forces to demonstrate competency.

Competency Option 5: ACT or SAT. To demonstrate competency using the ACT or SAT, students must obtain a remediation-free score in the math and/or English subject area on the ACT or SAT. To demonstrate competency in English, a student must be remediation-free in the subjects of English and reading on the ACT or SAT.

Demonstrating Readiness: Students must demonstrate readiness for their post-high school paths by earning two diploma seals that allow them to demonstrate important foundational and well-rounded academic and technical knowledge, professional skills, and leadership and reasoning skills. Of the two required diploma seals, one must be State-Defined. Ohio's 12 diploma seals are: OhioMeansJobs Readiness Seal (State-Defined), Industry-Recognized Credential Seal (State-Defined), College-Ready Seal (State-Defined), Military Enlistment Seal (State-Defined), Citizenship Seal (State-Defined), Science Seal (State-Defined), Honors Diploma Seal (State-Defined), Seal of Biliteracy (State-Defined), Technology Seal (State-Defined), Technology Seal (State-Defined), Community-Service Seal (Locally-Defined), Fine and Performing Arts Seal (Locally-Defined), Student Engagement Seal (Locally-Defined))

For more information on Ohio's graduation requirements, see <https://education.ohio.gov/getattachment/Topics/Ohio-s-Graduation-Requirements/Ohio%E2%80%99s-Graduation-Requirements/DEW-Graduation-Requirements.pdf.aspx?lang=en-US>.

Are the conditions that youth with IEPs must meet to graduate with a regular high school diploma different from the conditions noted above? (yes/no)

NO

Provide additional information about this indicator (optional)

Ohio had 20,133 students with disabilities exit special education in 2022-23, of which 13,410 graduated with a regular high school diploma. Ohio's percentage of students with disabilities graduating with a regular high school diploma in 2022-23 is 66.61 percent.

FFY23 (2022-23 school year) is a new baseline for Indicator 1 based on new methodology that impacts the number of youth with IEPs who exited special education described above in the, "Description of Stakeholder Input," section.

1 - Prior FFY Required Actions

None

1 - OSEP Response

The State has revised the baseline for this indicator, using data from FFY 2023, and OSEP accepts that revision.

1 - Required Actions

Indicator 2: Drop Out

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs who exited special education due to dropping out. (20 U.S.C. 1416 (a)(3)(A))

Data Source

Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in EDFacts file specification FS009.

Measurement

States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who exited special education (ages 14-21) in the denominator.

Instructions

Sampling is not allowed.

Data for this indicator are "lag" data. Describe the results of the State's examination of the section 618 exiting data for the year before the reporting year (e.g., for the FFY 2023 SPP/APR, use data from 2022-2023), and compare the results to the target.

Include in the denominator the following exiting categories: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.

Do not include in the denominator the number of youths with IEPs who exited special education due to: (a) transferring to regular education; or (b) who moved but are known to be continuing in an educational program.

Provide a narrative that describes what counts as dropping out for all youth. Please explain if there is a difference between what counts as dropping out for all students and what counts as dropping out for students with IEPs.

2 - Indicator Data

Historical Data

Baseline Year	Baseline Data
2023	18.36%

FFY	2018	2019	2020	2021	2022
Target <=	21.50%	21.50%	16.68%	16.00%	15.50%
Data	20.63%	20.68%	16.68%	16.09%	18.85%

Targets

FFY	2023	2024	2025
Target <=	18.36%	18.00%	17.00%

Targets: Description of Stakeholder Input

FFY23 (2022-23 school year) is a new baseline for Indicator 2 based on new methodology that impacts the number of youth with IEPs who exited special education. Prior to the 2022-23 school year, Ohio's methodology for the dropout calculation was a dropout event count: any student with a disability, aged 14-21, who exited special education with a relevant dropout event was counted as a dropout regardless of subsequent events in the same or later reporting periods. It was possible that some of the students who were counted as having dropped out may have been educated elsewhere and subsequently graduated with a regular high school diploma.

Beginning with the 2022-23 school year, Ohio updated its methodology to follow students longitudinally throughout the reporting period. Thus, students who withdrew from one local education agency and then re-enrolled in the same or another local education agency within the same reporting period no longer count as dropouts. For example, students who exited and reenrolled between July 1, 2022-June 30, 2023, no longer count as dropouts. Due to the change in methodology for reporting dropouts in the FS009 Exiting file, the data for Indicator 2 in FFY23 is no longer comparable to the data reported in prior submissions. Accordingly, this necessitates a baseline change to FFY23.

Establishing FFY23 as a new baseline necessitated the state to reset targets for Indicator 2. To facilitate this process, the state developed fact books and feedback forms for each indicator on which the state was seeking public comment, including Indicators 1, 2 4a, 4b, 9, and 10. The state held an initial public comment period in August 2024, a series of three virtual stakeholder group meetings between August and September 2024, presented to the State Advisory Panel for Exceptional Children (SAPEC) in September 2024, and then a second public comment period and open office hour between September and October 2024. For each of the two public comment periods, the IDEA data team partnered with Communications and the Office for Exceptional Children to provide several reminders of public comment via multiple modes, including one direct email to the 11 largest urban LEAs in the state, three articles in EdConnection (the state's newsletter to LEAs), and two articles in the weekly state support team newsletter. Stakeholders who participated in the first public comment period were invited to take part in the series of virtual stakeholder meetings. Fact books and feedback forms were posted to Ohio's Special Education Methodology Updates and Target Setting webpage and were referred to throughout the stakeholder engagement (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>).

First Public Comment Period

Feedback forms were available for public comment from August 5-23, 2024. The first public comment period resulted in a total of 139 comments from 45 individuals across all six indicators. Twenty-one (46.7 percent) of these commenters were individuals who self-identified as parents of children with disabilities, while seven (15.5 percent) were individuals with a disability.

Virtual Stakeholder Meetings

The state held three two-hour virtual stakeholder meetings in August and September 2024 to review public comment and recommend final methodology and targets for each indicator. Indicators were divided into three groups based on like measures, as follows: Exiting (Indicators 1 and 2), Significant Discipline Discrepancy (Indicators 4a and 4b), and Disproportionate Representation (Indicators 9 and 10). One hundred and one stakeholders were

invited to participate in the virtual stakeholder group. Forty-one (40.6 percent) individuals participated in the virtual stakeholder meetings, 10 (24.4 percent) of which self-identified as parents. Four (9.7 percent) participating stakeholders self-identified as an individual with a disability. Each indicator group was facilitated by programmatic experts from various offices within the state. Participants were divided into indicator groups based on their individual preferences.

Second Public Comment

Feedback forms were available for a second public comment period from September 17 to October 4, 2024. The second public comment period resulted in a total of 75 comments from 26 individuals across all six indicators. Twelve (46 percent) of these commenters were individuals who self-identified as parents of children with disabilities, while seven (26.9 percent) were individuals with a disability. Twenty-three (88 percent) of these 26 individuals did not participate in the first public comment period or the virtual stakeholder group, one (4 percent) participated in both, one (4 percent) participated in public comment but not the virtual stakeholder group, and one (4 percent) participated in the virtual stakeholder group but not public comment.

Stakeholder Feedback on Indicator 2

New targets for Indicator 2 are as follows: FFY23 (baseline) =18.36 percent, FFY24 =18.00 percent, FFY25 =17.00 percent. Stakeholders who recommended these final targets identified these targets as more realistic, specifically as staff at local education agencies are still presented with challenges with student engagement post-COVID and have little resources to effectively address the needs of students with disabilities in general education classrooms. Some stakeholders also mentioned the need for developing a growth mindset in the education of students with disabilities. Nearly half (49 percent) of commenting stakeholders were in favor of the less rigorous set of target options for dropout rate (Indicator 2).

Stakeholders who did not support these final targets and were in favor of more rigorous targets noted that educators must have high expectations for all students with the priority of keeping students in school regardless of subgroup and especially for students with disabilities who are historically un- or underemployed.

Other themes from stakeholder engagement included:

- Alternate pathways are not realistic for special education students who are unable to meet competency requirements.
- LEAs have difficulty meeting targets when they change from year to year.
- A general lack of understanding of the different graduation pathways and rates reported by the state agency.

Final targets are reported in the indicator fact book on Ohio's Special Education Methodology Updates and Target Setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>).

Prepopulated Data

Source	Date	Description	Data
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education by graduating with a regular high school diploma (a)	13,410
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education by graduating with a state-defined alternate diploma (b)	
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education by receiving a certificate (c)	2,976
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education by reaching maximum age (d)	50
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education due to dropping out (e)	3,697

FFY 2023 SPP/APR Data

Number of youth with IEPs (ages 14-21) who exited special education due to dropping out	Number of all youth with IEPs who exited special education (ages 14-21)	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
3,697	20,133	18.85%	18.36%	18.36%	N/A	N/A

Provide a narrative that describes what counts as dropping out for all youth

Local education agencies are required to report a "withdrawal reason" code each time a student changes their relationship with the LEA. The most recent withdrawal code for each student determines their exiting reason.

The withdrawal reason codes that translate to dropout status in the EDFacts exiting report (FS009) are:

- Withdrew due to truancy/nonattendance
- Pursued employment/work permit: Superintendent approval on file
- Moved not known to be continuing
- Student completed course requirements: Student completed course requirements but did NOT pass the appropriate statewide assessments required for graduation. In the case of a student on an IEP who has been excused from the individual consequences of the statewide assessments, using this code indicates that the student completed course requirements but did not take the appropriate statewide assessments required for graduation.
- Non-attendance according to the 72-hour rule: A student who has had unexcused absences from a charter school for more than 72 consecutive hours must be withdrawn. If this is the most recent withdrawal reason for a student, they are counted as a dropout; if another LEA reports them as not having withdrawn, they are not included in the exiting report at the state level.
- Withdrew due to ORC §3314.26 (non-tested): Students in charter schools must participate in state testing. If they do not, they must be withdrawn. If this is the most recent withdrawal reason for a student, they are counted as a dropout; if another LEA reports them as not having withdrawn, they are not included in the exiting report at the state level.

- No longer eligible to be enrolled in LEA: Student eligibility changed, LEA does not know where education will be continued.
Prior to the 2022-23 school year, Ohio's methodology for the dropout calculation was a dropout event count: any student with a disability, aged 14-21, who exited special education with a relevant dropout event as described above was counted as a dropout regardless of subsequent events in the same or later reporting periods. It was possible that some of the students who were counted as having dropped out may have been educated elsewhere. Beginning with the 2022-23 school year, Ohio updated its methodology to follow students longitudinally throughout the reporting period. Thus, students who withdrew from one local education agency and then re-enrolled in the same or another local education agency within the same reporting period no longer count as dropouts. For example, students who exited and reenrolled between July 1, 2022-June 30, 2023, no longer count as dropouts.

Is there a difference in what counts as dropping out for youth with IEPs? (yes/no)

NO

If yes, explain the difference in what counts as dropping out for youth with IEPs.

Provide additional information about this indicator (optional)

Ohio had 20,133 students with disabilities exit special education in 2022-23, of which 3,697 dropped out. Ohio's dropout rate for the 2022-23 school is 18.85 percent. The 2022-23 school year is a new baseline for Ohio's Indicator 2 based on the new methodology described above. FFY23 (2022-23 school year) is a new baseline for Indicator 2 based on new methodology that impacts the number of youth with IEPs who exited special education described above in the, "Description of Stakeholder Input," section.

2 - Prior FFY Required Actions

None

2 - OSEP Response

The State has revised the baseline for this indicator, using data from FFY 2023 and OSEP accepts that revision.

2 - Required Actions

Indicator 3A: Participation for Children with IEPs

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on statewide assessments:

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Data Source

3A. Same data as used for reporting to the Department under Title I of the ESEA, using EDFacts file specifications FS185 and 188.

Measurement

A. Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3A: Provide separate reading/language arts and mathematics participation rates for children with IEPs for each of the following grades: 4, 8, & high school. Account for ALL children with IEPs, in grades 4, 8, and high school, including children not participating in assessments and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

3A - Indicator Data

Historical Data:

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2020	85.20%
Reading	B	Grade 8	2020	81.88%
Reading	C	Grade HS	2020	83.46%
Math	A	Grade 4	2020	84.20%
Math	B	Grade 8	2020	80.92%
Math	C	Grade HS	2020	81.52%

Targets

Subject	Group	Group Name	2023	2024	2025
Reading	A >=	Grade 4	95.00%	95.00%	95.00%
Reading	B >=	Grade 8	95.00%	95.00%	95.00%
Reading	C >=	Grade HS	95.00%	95.00%	95.00%
Math	A >=	Grade 4	95.00%	95.00%	95.00%
Math	B >=	Grade 8	95.00%	95.00%	95.00%
Math	C >=	Grade HS	95.00%	95.00%	95.00%

Targets: Description of Stakeholder Input

The Ohio Department of Education and Workforce (The Department) collaborated with Mary Watson, Ohio's state liaison at the IDEA Data Center for guidance and feedback throughout the entirety of the target setting process. In August 2021, the Department developed a fact sheet for each indicator for which targets were to be set. Multiple data specialists and programmatic experts across the department collaborated to develop each fact sheet. Fact sheets are organized by guiding questions to facilitate individual review of each indicator. Each fact sheet contains data visualizations and narrative describing the indicator measurement, changes to the indicator, data and programmatic considerations, the state's performance over time, two sets of proposed target options and a rationale for each set. Fact sheets are available via The Department's special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The Department created an email address specifically for target setting. This email address (specialtargeteds@education.ohio.gov) was shared with stakeholders via the target setting webpage and used for all external communication regarding target setting.

Indicator fact sheets were posted to the target setting webpage for public comment in September 2021. The Department requested public comment on the proposed target options for each indicator. For each indicator, stakeholders were encouraged to comment with which set of target options they

preferred and why. The public comment period was open for five weeks. Commenters were also invited to be part of a virtual stakeholder group that held a series of meetings between November and December to review all public input and finalize the targets across indicators.

The Department provided several reminders of public comment via multiple modes, including one direct email to the 11 largest urban districts in the state, three articles in EdConnection (the Department's newsletter to districts), three articles in the weekly state support team newsletter, one email to the Family Collaborative listserv, and one article to the GovDelivery listserv. Communications delivered multiple reminders via social media outlets, including two posts each to Facebook and LinkedIn, as well as nine Twitter posts. A total of 438 comments were collected on all 11 indicators. Seventy-one (16.21 percent) of these comments were from individuals who self-identified as parents. Forty-seven people expressed interest in the virtual stakeholder group, thirteen (27.66 percent) of which self-identified as parents.

During the public comment period, the Department also presented and discussed target options with various stakeholder groups, including Buckeye Association of School Administrators, Deaf Education Network, Disability Rights Ohio, Disparities and Cultural Competence Advisory Committee, Early Childhood State Leadership Team, Guiding Coalition, Ohio Association of Pupil Services Administrators, Ohio Center for Deaf-Blind Education, Ohio Center for Deaf-Blind Education Advisory Board, Ohio Department of Education and Workforce staff, Ohio School Boards Association, Professionals Serving Students with Visual Impairments, State Advisory Panel for Exceptional Children, State Support Team Directors, the State Support Team/Office for Exceptional Children Workgroup, and attorneys from parent advocacy groups. The DEW also held two meetings with the Family Collaborative, including Ohio Center for Autism and Low Incidence (OCALI) Family and Community Outreach Center, the Outreach Center for Deaf and Blindness, Ohio Statewide Family Engagement Center Advisory Council, the Parent Training and Information Center at the Ohio Coalition for the Education of Children with Disabilities, Department of Developmental Disabilities Family Group, and Parent Mentors of Ohio.

The Department sent invitations to participate in the virtual stakeholder group in November 2021. The Department invited stakeholders who expressed interest in participating via the public comment period as well as individuals who had recently participated in other special education stakeholder groups for the agency. Two-hundred one invitations were sent, 128 (51 percent) to individuals who self-identified as parents.

The Department held six two-hour virtual stakeholder meetings in November and December 2021 to review public comment and recommend final targets for each indicator. Indicators were divided into six clusters based on like measures, as follows: Exiting (indicators 1, 2 and 14), Assessment (indicator 3), Discipline and School-age Environments (indicators 4a and 5), Preschool Environments and Outcomes (indicators 6 and 7), Family Involvement (indicator 8) and Dispute Resolution (indicators 15 and 16). Each indicator cluster was facilitated by programmatic experts within the state agency. Participants were divided into indicator clusters based on their individual preferences. Seventy-four individuals participated in the virtual stakeholder meetings, 7 (9.46 percent) of which self-identified as parents.

The first of six meetings in November 2021 included an introduction and overview of the target setting process from Kara Waldron, the leader of the IDEA Monitoring and Data Team at that time, and Mary Watson, Ohio's state liaison from the IDEA Data Center. Both Kara and Mary served as facilitators for the full group meetings. Indicator clusters then broke out into individual virtual spaces to review fact sheets for their assigned indicators and begin to share and review themes from public comment. Facilitators addressed questions from previous meetings in each of the second, third and fourth meetings. Each cluster moved at their own pace in each of these meetings, with Dispute Resolution finishing earlier than other clusters and Assessment needing an additional meeting. During each of these meetings, each cluster finished reviewing their fact sheets and themes from public comment, reviewed and came to consensus on one set of target options and finalized a rationale. Each indicator cluster presented a summary of their fact sheet and discussion as well as final recommendations for target options in the fifth and sixth virtual stakeholder meetings, ending in December 2021.

Final targets were reported via Ohio's Annual Performance Report in February 2022. The Department updated the department webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>) with the final targets and notified stakeholders through an EdConnection article in April 2022.

Following the February 2022 submission of Ohio's Annual Performance Report, the U.S. Department of Education required the department to revise targets for Indicator 3a: Math and Reading Assessment Participation to no lower than 95 percent per the Elementary and Secondary Education Act (ESEA) section 1111(c)(4)(E) (pages 39 and 116), which was reauthorized as the Every Student Succeeds Act (ESSA). The Department reconvened the indicator 3 virtual stakeholder group for one hour in November 2022 to revise these targets and align with ESEA. This meeting included an introduction from Joe Petrarca, the leader of the IDEA Monitoring and Data Team at that time, and an overview of the need for revision from Ashley Rector, a data specialist on the IDEA Monitoring and Data Team. The Department updated the agency webpage with the revised targets and notified stakeholders through an EdConnection article in January 2023.

FFY 2023 Data Disaggregation from EDEdFacts

Data Source:

SY 2023-24 Assessment Data Groups - Reading (EDFacts file spec FS188; Data Group: 589)

Date:

01/08/2025

Reading Assessment Participation Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs (2)	22,082	20,367	21,026
b. Children with IEPs in regular assessment with no accommodations (3)	9,254	7,796	8,379
c. Children with IEPs in regular assessment with accommodations (3)	11,620	11,085	10,744
d. Children with IEPs in alternate assessment against alternate standards	1,027	1,004	1,235

Data Source:

SY 2023-24 Assessment Data Groups - Math (EDFacts file spec FS185; Data Group: 588)

Date:

01/08/2025

Math Assessment Participation Data by Grade

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs (2)	22,062	20,478	41,107
b. Children with IEPs in regular assessment with no accommodations (3)	9,255	7,690	16,552
c. Children with IEPs in regular assessment with accommodations (3)	11,588	11,245	21,266
d. Children with IEPs in alternate assessment against alternate standards	1,021	1,006	1,237

(1) The children with IEPs who are English learners and took the ELP in lieu of the regular reading/language arts assessment are not included in the prefilled data in this indicator.

(2) The children with IEPs count excludes children with disabilities who were reported as exempt due to significant medical emergency in row A for all the prefilled data in this indicator.

(3) The term "regular assessment" is an aggregation of the following types of assessments, as applicable for each grade/ grade group: regular assessment based on grade-level achievement standards, advanced assessment, Innovative Assessment Demonstration Authority (IADA) pilot assessment, high school regular assessment I, high school regular assessment II, high school regular assessment III and locally-selected nationally recognized high school assessment in the prefilled data in this indicator.

FFY 2023 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	21,901	22,082	99.00%	95.00%	99.18%	Met target	No Slippage
B	Grade 8	19,885	20,367	97.34%	95.00%	97.63%	Met target	No Slippage
C	Grade HS	20,358	21,026	95.42%	95.00%	96.82%	Met target	No Slippage

FFY 2023 SPP/APR Data: Math Assessment

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	21,864	22,062	98.99%	95.00%	99.10%	Met target	No Slippage
B	Grade 8	19,941	20,478	97.13%	95.00%	97.38%	Met target	No Slippage
C	Grade HS	39,055	41,107	93.57%	95.00%	95.01%	Met target	No Slippage

Regulatory Information

The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]

Public Reporting Information

Provide links to the page(s) where you provide public reports of assessment results.

The Ohio Department of Education and Workforce (The Department) Report Portal provides the public extensive access to assessment results, including student data by demographic characteristics and test types at <https://reports.education.ohio.gov/overview>. Users may need to refresh the page as soon as it loads for the report options to appear. In addition, The Department provides the public with over 100 data download files that provide assessment results at <https://reportcard.education.ohio.gov/download>.

Provide additional information about this indicator (optional)

3A - Prior FFY Required Actions

None

3A - OSEP Response

3A - Required Actions

Indicator 3B: Proficiency for Children with IEPs (Grade Level Academic Achievement Standards)

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on statewide assessments:

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Data Source

3B. Same data as used for reporting to the Department under Title I of the ESEA, using ED Facts file specifications FS175 and 178.

Measurement

B. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3B: Proficiency calculations in this SPP/APR must result in proficiency rates for children with IEPs on the regular assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

3B - Indicator Data

Historical Data:

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2020	21.86%
Reading	B	Grade 8	2020	10.97%
Reading	C	Grade HS	2020	17.84%
Math	A	Grade 4	2020	26.83%
Math	B	Grade 8	2020	13.94%
Math	C	Grade HS	2020	6.77%

Targets

Subject	Group	Group Name	2023	2024	2025
Reading	A >=	Grade 4	27.86%	31.86%	36.86%
Reading	B >=	Grade 8	16.97%	20.97%	25.97%
Reading	C >=	Grade HS	23.84%	27.84%	32.84%
Math	A >=	Grade 4	32.83%	36.83%	41.83%
Math	B >=	Grade 8	19.94%	23.94%	28.94%
Math	C >=	Grade HS	12.77%	16.77%	21.77%

Targets: Description of Stakeholder Input

The Ohio Department of Education and Workforce (The Department) collaborated with Mary Watson, Ohio's state liaison at the IDEA Data Center for guidance and feedback throughout the entirety of the target setting process. In August 2021, the Department developed a fact sheet for each indicator for which targets were to be set. Multiple data specialists and programmatic experts across the department collaborated to develop each fact sheet. Fact sheets are organized by guiding questions to facilitate individual review of each indicator. Each fact sheet contains data visualizations and narrative describing the indicator measurement, changes to the indicator, data and programmatic considerations, the state's performance over time, two sets of proposed target options and a rationale for each set. Fact sheets are available via The Department's special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The Department created an email address specifically for target setting. This email address (specialtargeteds@education.ohio.gov) was shared with stakeholders via the target setting webpage and used for all external communication regarding target setting.

Indicator fact sheets were posted to the target setting webpage for public comment in September 2021. The Department requested public comment on the proposed target options for each indicator. For each indicator, stakeholders were encouraged to comment with which set of target options they

preferred and why. The public comment period was open for five weeks. Commenters were also invited to be part of a virtual stakeholder group that held a series of meetings between November and December to review all public input and finalize the targets across indicators.

The Department provided several reminders of public comment via multiple modes, including one direct email to the 11 largest urban districts in the state, three articles in EdConnection (the Department’s newsletter to districts), three articles in the weekly state support team newsletter, one email to the Family Collaborative listserv, and one article to the GovDelivery listserv. Communications delivered multiple reminders via social media outlets, including two posts each to Facebook and LinkedIn, as well as nine Twitter posts. A total of 438 comments were collected on all 11 indicators. Seventy-one (16.21 percent) of these comments were from individuals who self-identified as parents. Forty-seven people expressed interest in the virtual stakeholder group, thirteen (27.66 percent) of which self-identified as parents.

During the public comment period, the Department also presented and discussed target options with various stakeholder groups, including Buckeye Association of School Administrators, Deaf Education Network, Disability Rights Ohio, Disparities and Cultural Competence Advisory Committee, Early Childhood State Leadership Team, Guiding Coalition, Ohio Association of Pupil Services Administrators, Ohio Center for Deaf-Blind Education, Ohio Center for Deaf-Blind Education Advisory Board, Ohio Department of Education and Workforce staff, Ohio School Boards Association, Professionals Serving Students with Visual Impairments, State Advisory Panel for Exceptional Children, State Support Team Directors, the State Support Team/Office for Exceptional Children Workgroup, and attorneys from parent advocacy groups. The DEW also held two meetings with the Family Collaborative, including Ohio Center for Autism and Low Incidence (OCALI) Family and Community Outreach Center, the Outreach Center for Deaf and Blindness, Ohio Statewide Family Engagement Center Advisory Council, the Parent Training and Information Center at the Ohio Coalition for the Education of Children with Disabilities, Department of Developmental Disabilities Family Group, and Parent Mentors of Ohio.

The Department sent invitations to participate in the virtual stakeholder group in November 2021. The Department invited stakeholders who expressed interest in participating via the public comment period as well as individuals who had recently participated in other special education stakeholder groups for the agency. Two-hundred one invitations were sent, 128 (51 percent) to individuals who self-identified as parents.

The Department held six two-hour virtual stakeholder meetings in November and December 2021 to review public comment and recommend final targets for each indicator. Indicators were divided into six clusters based on like measures, as follows: Exiting (indicators 1, 2 and 14), Assessment (indicator 3), Discipline and School-age Environments (indicators 4a and 5), Preschool Environments and Outcomes (indicators 6 and 7), Family Involvement (indicator 8) and Dispute Resolution (indicators 15 and 16). Each indicator cluster was facilitated by programmatic experts within the state agency. Participants were divided into indicator clusters based on their individual preferences. Seventy-four individuals participated in the virtual stakeholder meetings, 7 (9.46 percent) of which self-identified as parents.

The first of six meetings in November 2021 included an introduction and overview of the target setting process from Kara Waldron, the leader of the IDEA Monitoring and Data Team at that time, and Mary Watson, Ohio’s state liaison from the IDEA Data Center. Both Kara and Mary served as facilitators for the full group meetings. Indicator clusters then broke out into individual virtual spaces to review fact sheets for their assigned indicators and begin to share and review themes from public comment. Facilitators addressed questions from previous meetings in each of the second, third and fourth meetings. Each cluster moved at their own pace in each of these meetings, with Dispute Resolution finishing earlier than other clusters and Assessment needing an additional meeting. During each of these meetings, each cluster finished reviewing their fact sheets and themes from public comment, reviewed and came to consensus on one set of target options and finalized a rationale. Each indicator cluster presented a summary of their fact sheet and discussion as well as final recommendations for target options in the fifth and sixth virtual stakeholder meetings, ending in December 2021.

Final targets were reported via Ohio’s Annual Performance Report in February 2022. The Department updated the department webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>) with the final targets and notified stakeholders through an EdConnection article in April 2022.

FFY 2023 Data Disaggregation from EDFacts

Data Source:

SY 2023-24 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

Date:

01/08/2025

Reading Assessment Proficiency Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the regular assessment	20,874	18,881	19,123
b. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	2,575	768	1,514
c. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	3,056	1,107	1,903

Data Source:

SY 2023-24 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

Date:

Math Assessment Proficiency Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the regular assessment	20,843	18,935	37,818
b. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	3,158	1,223	2,021
c. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	3,845	1,768	2,467

(1)The term “regular assessment” is an aggregation of the following types of assessments as applicable for each grade/ grade group: regular assessment based on grade-level achievement standards, advanced assessment, Innovative Assessment Demonstration Authority (IADA) pilot assessment, high school regular assessment I, high school regular assessment II, high school regular assessment III and locally-selected nationally recognized high school assessment in the prefilled data in this indicator.

FFY 2023 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Grade Level Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	5,631	20,874	24.29%	27.86%	26.98%	Did not meet target	No Slippage
B	Grade 8	1,875	18,881	13.79%	16.97%	9.93%	Did not meet target	Slippage
C	Grade HS	3,417	19,123	16.47%	23.84%	17.87%	Did not meet target	No Slippage

Provide reasons for slippage for Group B, if applicable

Ohio is committed to supporting an education system that prioritizes the language and literacy development of all learners in keeping with its overarching strategic plan for education. That plan promotes the importance of early learning and expanding access to quality early learning experiences. Further, it calls for Ohio and its schools to develop literacy skills in all age groups, grades, and subjects. Ohio's Plan to Raise Literacy Achievement (available at: <https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Ohios-Plan-to-Raise-Literacy-Achievement.pdf.aspx?lang=en-US>) serves as a guide to evidence-based language and literacy teaching and learning for all learners from birth through grade 12. Acquiring language and literacy skills affects learners' access to, and interest in, content materials and instruction at all grade levels and all aspects of their lives. Thus, Ohio does not treat language and literacy as a separate field of study or course but layers them over all aspects of education. It is critical that every educator and educational activity promote language and literacy development. This plan articulates a state literacy framework aimed at promoting proficiency in reading, writing and communication for all learners. It is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in all manners of educational settings. Specifically, this plan illustrates the strong language and literacy efforts in place in Ohio and the state's vision to expand and strengthen them to support improvement.

FFY 2023 SPP/APR Data: Math Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Grade Level Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	7,003	20,843	33.51%	32.83%	33.60%	Met target	No Slippage
B	Grade 8	2,991	18,935	15.37%	19.94%	15.80%	Did not meet target	No Slippage
C	Grade HS	4,488	37,818	7.30%	12.77%	11.87%	Did not meet target	No Slippage

The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]

Public Reporting Information

Provide links to the page(s) where you provide public reports of assessment results.

The Ohio Department of Education and Workforce (The Department) Report Portal provides the public extensive access to assessment results, including student data by demographic characteristics and test types at <https://reports.education.ohio.gov/overview>. Users may need to refresh the page as soon as it loads for the report options to appear. In addition, The Department provides the public with over 100 data download files that provide assessment results at <https://reportcard.education.ohio.gov/download>.

Provide additional information about this indicator (optional)

3B - Prior FFY Required Actions

None

3B - OSEP Response

3B - Required Actions

Indicator 3C: Proficiency for Children with IEPs (Alternate Academic Achievement Standards)

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on statewide assessments:

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Data Source

3C. Same data as used for reporting to the Department under Title I of the ESEA, using ED*Facts* file specifications FS175 and 178.

Measurement

C. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3C: Proficiency calculations in this SPP/APR must result in proficiency rates for children with IEPs on the alternate assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

3C - Indicator Data

Historical Data:

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2020	51.72%
Reading	B	Grade 8	2020	42.44%
Reading	C	Grade HS	2020	45.61%
Math	A	Grade 4	2020	30.60%
Math	B	Grade 8	2020	35.67%
Math	C	Grade HS	2020	47.39%

Targets

Subject	Group	Group Name	2023	2024	2025
Reading	A >=	Grade 4	54.72%	55.72%	56.72%
Reading	B >=	Grade 8	45.44%	46.44%	47.44%
Reading	C >=	Grade HS	48.61%	49.61%	50.61%
Math	A >=	Grade 4	33.60%	34.60%	35.60%
Math	B >=	Grade 8	38.67%	39.67%	40.67%
Math	C >=	Grade HS	50.39%	51.39%	52.39%

Targets: Description of Stakeholder Input

The Ohio Department of Education and Workforce (The Department) collaborated with Mary Watson, Ohio's state liaison at the IDEA Data Center for guidance and feedback throughout the entirety of the target setting process. In August 2021, the Department developed a fact sheet for each indicator for which targets were to be set. Multiple data specialists and programmatic experts across the department collaborated to develop each fact sheet. Fact sheets are organized by guiding questions to facilitate individual review of each indicator. Each fact sheet contains data visualizations and narrative describing the indicator measurement, changes to the indicator, data and programmatic considerations, the state's performance over time, two sets of proposed target options and a rationale for each set. Fact sheets are available via The Department's special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The Department created an email address specifically for target setting. This email address (specialtargeteds@education.ohio.gov) was shared with stakeholders via the target setting webpage and used for all external communication regarding target setting.

Indicator fact sheets were posted to the target setting webpage for public comment in September 2021. The Department requested public comment on the proposed target options for each indicator. For each indicator, stakeholders were encouraged to comment with which set of target options they preferred and why. The public comment period was open for five weeks. Commenters were also invited to be part of a virtual stakeholder group that held a series of meetings between November and December to review all public input and finalize the targets across indicators.

The Department provided several reminders of public comment via multiple modes, including one direct email to the 11 largest urban districts in the state, three articles in EdConnection (the Department's newsletter to districts), three articles in the weekly state support team newsletter, one email to the Family Collaborative listserv, and one article to the GovDelivery listserv. Communications delivered multiple reminders via social media outlets, including two posts each to Facebook and LinkedIn, as well as nine Twitter posts. A total of 438 comments were collected on all 11 indicators. Seventy-one (16.21 percent) of these comments were from individuals who self-identified as parents. Forty-seven people expressed interest in the virtual stakeholder group, thirteen (27.66 percent) of which self-identified as parents.

During the public comment period, the Department also presented and discussed target options with various stakeholder groups, including Buckeye Association of School Administrators, Deaf Education Network, Disability Rights Ohio, Disparities and Cultural Competence Advisory Committee, Early Childhood State Leadership Team, Guiding Coalition, Ohio Association of Pupil Services Administrators, Ohio Center for Deaf-Blind Education, Ohio Center for Deaf-Blind Education Advisory Board, Ohio Department of Education and Workforce staff, Ohio School Boards Association, Professionals Serving Students with Visual Impairments, State Advisory Panel for Exceptional Children, State Support Team Directors, the State Support Team/Office for Exceptional Children Workgroup, and attorneys from parent advocacy groups. The DEW also held two meetings with the Family Collaborative, including Ohio Center for Autism and Low Incidence (OCALI) Family and Community Outreach Center, the Outreach Center for Deaf and Blindness, Ohio Statewide Family Engagement Center Advisory Council, the Parent Training and Information Center at the Ohio Coalition for the Education of Children with Disabilities, Department of Developmental Disabilities Family Group, and Parent Mentors of Ohio.

The Department sent invitations to participate in the virtual stakeholder group in November 2021. The Department invited stakeholders who expressed interest in participating via the public comment period as well as individuals who had recently participated in other special education stakeholder groups for the agency. Two-hundred one invitations were sent, 128 (51 percent) to individuals who self-identified as parents.

The Department held six two-hour virtual stakeholder meetings in November and December 2021 to review public comment and recommend final targets for each indicator. Indicators were divided into six clusters based on like measures, as follows: Exiting (indicators 1, 2 and 14), Assessment (indicator 3), Discipline and School-age Environments (indicators 4a and 5), Preschool Environments and Outcomes (indicators 6 and 7), Family Involvement (indicator 8) and Dispute Resolution (indicators 15 and 16). Each indicator cluster was facilitated by programmatic experts within the state agency. Participants were divided into indicator clusters based on their individual preferences. Seventy-four individuals participated in the virtual stakeholder meetings, 7 (9.46 percent) of which self-identified as parents.

The first of six meetings in November 2021 included an introduction and overview of the target setting process from Kara Waldron, the leader of the IDEA Monitoring and Data Team at that time, and Mary Watson, Ohio's state liaison from the IDEA Data Center. Both Kara and Mary served as facilitators for the full group meetings. Indicator clusters then broke out into individual virtual spaces to review fact sheets for their assigned indicators and begin to share and review themes from public comment. Facilitators addressed questions from previous meetings in each of the second, third and fourth meetings. Each cluster moved at their own pace in each of these meetings, with Dispute Resolution finishing earlier than other clusters and Assessment needing an additional meeting. During each of these meetings, each cluster finished reviewing their fact sheets and themes from public comment, reviewed and came to consensus on one set of target options and finalized a rationale. Each indicator cluster presented a summary of their fact sheet and discussion as well as final recommendations for target options in the fifth and sixth virtual stakeholder meetings, ending in December 2021.

Final targets were reported via Ohio's Annual Performance Report in February 2022. The Department updated the department webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>) with the final targets and notified stakeholders through an EdConnection article in April 2022.

FFY 2023 Data Disaggregation from EDFacts

Data Source:

SY 2023-24 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

Date:

01/08/2025

Reading Assessment Proficiency Data by Grade

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the alternate assessment	1,027	1,004	1,235
b. Children with IEPs in alternate assessment against alternate standards scored at or above proficient	280	202	310

Data Source:

SY 2023-24 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

Date:

01/08/2025

Math Assessment Proficiency Data by Grade

Group	Grade 4	Grade 8	Grade HS
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a. Children with IEPs who received a valid score and a proficiency level was assigned for the alternate assessment	1,021	1,006	1,237
b. Children with IEPs in alternate assessment against alternate standards scored at or above proficient	202	217	341

FFY 2023 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	280	1,027	31.99%	54.72%	27.26%	Did not meet target	Slippage
B	Grade 8	202	1,004	25.79%	45.44%	20.12%	Did not meet target	Slippage
C	Grade HS	310	1,235	29.70%	48.61%	25.10%	Did not meet target	Slippage

Provide reasons for slippage for Group A, if applicable

Ohio remains committed to prioritizing language and literacy development for all learners, in alignment with its strategic education plan and Ohio's Plan to Raise Literacy Achievement available at: <https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Ohios-Plan-to-Raise-Literacy-Achievement.pdf.aspx?lang=en-US>. Ohio's Plan to Raise Literacy Achievement specifically addresses the inclusion of students with disabilities, ensuring they have access to evidence-based literacy instruction and interventions tailored to their unique needs from birth through grade 12. Additionally, this plan emphasizes the importance of professional development for educators to better serve students with disabilities, fostering an inclusive learning environment. Over the past year, a continued decrease in the alternate assessment participation rate and n-size, along with the transition of some students to regular assessments, may explain observed trends. Ohio is dedicated to supporting students with complex needs, collaborating with OCALI, and other instructional systems to provide comprehensive guidance and resources for screening and literacy assessments. Efforts are ongoing to ensure all students, including those with the most complex needs, receive the necessary support. The Plan to Raise Literacy Achievement specifically addresses the inclusion of students with disabilities, ensuring they have access to evidence-based literacy instruction and interventions tailored to their unique needs. Additionally, this plan emphasizes the importance of professional development for educators to better serve students with disabilities, fostering an inclusive learning environment.

Provide reasons for slippage for Group B, if applicable

Ohio remains committed to prioritizing language and literacy development for all learners, in alignment with its strategic education plan and Ohio's Plan to Raise Literacy Achievement available at: <https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Ohios-Plan-to-Raise-Literacy-Achievement.pdf.aspx?lang=en-US>. Ohio's Plan to Raise Literacy Achievement specifically addresses the inclusion of students with disabilities, ensuring they have access to evidence-based literacy instruction and interventions tailored to their unique needs from birth through grade 12. Additionally, this plan emphasizes the importance of professional development for educators to better serve students with disabilities, fostering an inclusive learning environment. Over the past year, a continued decrease in the alternate assessment participation rate and n-size, along with the transition of some students to regular assessments, may explain observed trends. Ohio is dedicated to supporting students with complex needs, collaborating with OCALI, and other instructional systems to provide comprehensive guidance and resources for screening and literacy assessments. Efforts are ongoing to ensure all students, including those with the most complex needs, receive the necessary support. The Plan to Raise Literacy Achievement specifically addresses the inclusion of students with disabilities, ensuring they have access to evidence-based literacy instruction and interventions tailored to their unique needs. Additionally, this plan emphasizes the importance of professional development for educators to better serve students with disabilities, fostering an inclusive learning environment.

Provide reasons for slippage for Group C, if applicable

Ohio remains committed to prioritizing language and literacy development for all learners, in alignment with its strategic education plan and Ohio's Plan to Raise Literacy Achievement available at: <https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Ohios-Plan-to-Raise-Literacy-Achievement.pdf.aspx?lang=en-US>. Ohio's Plan to Raise Literacy Achievement specifically addresses the inclusion of students with disabilities, ensuring they have access to evidence-based literacy instruction and interventions tailored to their unique needs from birth through grade 12. Additionally, this plan emphasizes the importance of professional development for educators to better serve students with disabilities, fostering an inclusive learning environment. Over the past year, a continued decrease in the alternate assessment participation rate and n-size, along with the transition of some students to regular assessments, may explain observed trends. Ohio is dedicated to supporting students with complex needs, collaborating with OCALI, and other instructional systems to provide comprehensive guidance and resources for screening and literacy assessments. Efforts are ongoing to ensure all students, including those with the most complex needs, receive the necessary support. The Plan to Raise Literacy Achievement specifically addresses the inclusion of students with disabilities, ensuring they have access to evidence-based literacy instruction and interventions tailored to their unique needs. Additionally, this plan emphasizes the importance of professional development for educators to better serve students with disabilities, fostering an inclusive learning environment.

FFY 2023 SPP/APR Data: Math Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	202	1,021	21.24%	33.60%	19.78%	Did not meet target	Slippage
B	Grade 8	217	1,006	23.58%	38.67%	21.57%	Did not meet target	Slippage
C	Grade HS	341	1,237	32.80%	50.39%	27.57%	Did not meet target	Slippage

Provide reasons for slippage for Group A, if applicable

Ohio remains dedicated to providing training and technical assistance to reduce the number of students with disabilities taking the alternate assessment and being measured against standard academic achievement levels. Over the past year, Ohio has continued to provide training and technical assistance, resulting in a significant number of students transitioning to the standard grade level assessments. The state remains committed to supporting students with the most significant disabilities in grades k-12 by investing in professional development focused on extended standards and specialized instruction. Additionally, Ohio has implemented innovative, interactive math programs to enhance learning outcomes for students. These efforts ensure appropriate participation in the alternate assessment while providing the necessary support for these students. The state continues to develop a comprehensive statewide math plan that is inclusive of students with disabilities, ensuring they receive the necessary support and guidance to succeed.

Provide reasons for slippage for Group B, if applicable

Ohio remains dedicated to providing training and technical assistance to reduce the number of students with disabilities taking the alternate assessment and being measured against standard academic achievement levels. Over the past year, Ohio has continued to provide training and technical assistance, resulting in a significant number of students transitioning to the standard grade level assessments. The state remains committed to supporting students with the most significant disabilities in grades k-12 by investing in professional development focused on extended standards and specialized instruction. Additionally, Ohio has implemented innovative, interactive math programs to enhance learning outcomes for students. These efforts ensure appropriate participation in the alternate assessment while providing the necessary support for these students. The state continues to develop a comprehensive statewide math plan that is inclusive of students with disabilities, ensuring they receive the necessary support and guidance to succeed.

Provide reasons for slippage for Group C, if applicable

Ohio remains dedicated to providing training and technical assistance to reduce the number of students with disabilities taking the alternate assessment and being measured against standard academic achievement levels. Over the past year, Ohio has continued to provide training and technical assistance, resulting in a significant number of students transitioning to the standard grade level assessments. The state remains committed to supporting students with the most significant disabilities in grades k-12 by investing in professional development focused on extended standards and specialized instruction. Additionally, Ohio has implemented innovative, interactive math programs to enhance learning outcomes for students. These efforts ensure appropriate participation in the alternate assessment while providing the necessary support for these students. The state continues to develop a comprehensive statewide math plan that is inclusive of students with disabilities, ensuring they receive the necessary support and guidance to succeed.

Regulatory Information

The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]

Public Reporting Information

Provide links to the page(s) where you provide public reports of assessment results.

The Ohio Department of Education and Workforce (The Department) Report Portal provides the public extensive access to assessment results, including student data by demographic characteristics and test types at <https://reports.education.ohio.gov/overview>. Users may need to refresh the page as soon as it loads for the report options to appear. In addition, The Department provides the public with over 100 data download files that provide assessment results at <https://reportcard.education.ohio.gov/download>.

Provide additional information about this indicator (optional)

3C - Prior FFY Required Actions

None

3C - OSEP Response

3C - Required Actions

Indicator 3D: Gap in Proficiency Rates (Grade Level Academic Achievement Standards)

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on statewide assessments:

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Data Source

3D. Same data as used for reporting to the Department under Title I of the ESEA, using EDEfacts file specifications FS175 and 178.

Measurement

D. Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2023-2024 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2023-2024 school year)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.

Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3D: Gap calculations in this SPP/APR must result in the proficiency rate for children with IEPs were proficient against grade level academic achievement standards for the 2023-2024 school year compared to the proficiency rate for all students who were proficient against grade level academic achievement standards for the 2023-2024 school year. Calculate separately for reading/language arts and math in each of the following grades: 4, 8, and high school, including both children enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

3D - Indicator Data

Historical Data:

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2020	34.24
Reading	B	Grade 8	2020	41.87
Reading	C	Grade HS	2020	44.65
Math	A	Grade 4	2020	33.01
Math	B	Grade 8	2020	39.28
Math	C	Grade HS	2020	31.91

Targets

Subject	Group	Group Name	2023	2024	2025
Reading	A <=	Grade 4	31.24	30.24	29.24
Reading	B <=	Grade 8	38.87	37.87	36.87
Reading	C <=	Grade HS	41.65	40.65	39.65
Math	A <=	Grade 4	30.01	29.01	28.01
Math	B <=	Grade 8	36.28	35.28	34.28
Math	C <=	Grade HS	28.91	27.91	26.91

Targets: Description of Stakeholder Input

The Ohio Department of Education and Workforce (The Department) collaborated with Mary Watson, Ohio's state liaison at the IDEA Data Center for guidance and feedback throughout the entirety of the target setting process. In August 2021, the Department developed a fact sheet for each indicator for which targets were to be set. Multiple data specialists and programmatic experts across the department collaborated to develop each fact sheet. Fact sheets are organized by guiding questions to facilitate individual review of each indicator. Each fact sheet contains data visualizations and narrative describing the indicator measurement, changes to the indicator, data and programmatic considerations, the state's performance over time, two sets of proposed target options and a rationale for each set. Fact sheets are available via The Department's special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The Department created an email address specifically for target setting. This email address (specialtargeteds@education.ohio.gov) was shared with stakeholders via the target setting webpage and used for all external communication regarding target setting.

Indicator fact sheets were posted to the target setting webpage for public comment in September 2021. The Department requested public comment on the proposed target options for each indicator. For each indicator, stakeholders were encouraged to comment with which set of target options they preferred and why. The public comment period was open for five weeks. Commenters were also invited to be part of a virtual stakeholder group that held a series of meetings between November and December to review all public input and finalize the targets across indicators.

The Department provided several reminders of public comment via multiple modes, including one direct email to the 11 largest urban districts in the state, three articles in EdConnection (the Department's newsletter to districts), three articles in the weekly state support team newsletter, one email to the Family Collaborative listserv, and one article to the GovDelivery listserv. Communications delivered multiple reminders via social media outlets, including two posts each to Facebook and LinkedIn, as well as nine Twitter posts. A total of 438 comments were collected on all 11 indicators. Seventy-one (16.21 percent) of these comments were from individuals who self-identified as parents. Forty-seven people expressed interest in the virtual stakeholder group, thirteen (27.66 percent) of which self-identified as parents.

During the public comment period, the Department also presented and discussed target options with various stakeholder groups, including Buckeye Association of School Administrators, Deaf Education Network, Disability Rights Ohio, Disparities and Cultural Competence Advisory Committee, Early Childhood State Leadership Team, Guiding Coalition, Ohio Association of Pupil Services Administrators, Ohio Center for Deaf-Blind Education, Ohio Center for Deaf-Blind Education Advisory Board, Ohio Department of Education and Workforce staff, Ohio School Boards Association, Professionals Serving Students with Visual Impairments, State Advisory Panel for Exceptional Children, State Support Team Directors, the State Support Team/Office for Exceptional Children Workgroup, and attorneys from parent advocacy groups. The DEW also held two meetings with the Family Collaborative, including Ohio Center for Autism and Low Incidence (OCALI) Family and Community Outreach Center, the Outreach Center for Deaf and Blindness, Ohio Statewide Family Engagement Center Advisory Council, the Parent Training and Information Center at the Ohio Coalition for the Education of Children with Disabilities, Department of Developmental Disabilities Family Group, and Parent Mentors of Ohio.

The Department sent invitations to participate in the virtual stakeholder group in November 2021. The Department invited stakeholders who expressed interest in participating via the public comment period as well as individuals who had recently participated in other special education stakeholder groups for the agency. Two-hundred one invitations were sent, 128 (51 percent) to individuals who self-identified as parents.

The Department held six two-hour virtual stakeholder meetings in November and December 2021 to review public comment and recommend final targets for each indicator. Indicators were divided into six clusters based on like measures, as follows: Exiting (indicators 1, 2 and 14), Assessment (indicator 3), Discipline and School-age Environments (indicators 4a and 5), Preschool Environments and Outcomes (indicators 6 and 7), Family Involvement (indicator 8) and Dispute Resolution (indicators 15 and 16). Each indicator cluster was facilitated by programmatic experts within the state agency. Participants were divided into indicator clusters based on their individual preferences. Seventy-four individuals participated in the virtual stakeholder meetings, 7 (9.46 percent) of which self-identified as parents.

The first of six meetings in November 2021 included an introduction and overview of the target setting process from Kara Waldron, the leader of the IDEA Monitoring and Data Team at that time, and Mary Watson, Ohio's state liaison from the IDEA Data Center. Both Kara and Mary served as facilitators for the full group meetings. Indicator clusters then broke out into individual virtual spaces to review fact sheets for their assigned indicators and begin to share and review themes from public comment. Facilitators addressed questions from previous meetings in each of the second, third and fourth meetings. Each cluster moved at their own pace in each of these meetings, with Dispute Resolution finishing earlier than other clusters and Assessment needing an additional meeting. During each of these meetings, each cluster finished reviewing their fact sheets and themes from public comment, reviewed and came to consensus on one set of target options and finalized a rationale. Each indicator cluster presented a summary of their fact sheet and discussion as well as final recommendations for target options in the fifth and sixth virtual stakeholder meetings, ending in December 2021.

Final targets were reported via Ohio's Annual Performance Report in February 2022. The Department updated the department webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>) with the final targets and notified stakeholders through an EdConnection article in April 2022.

FFY 2023 Data Disaggregation from EDFacts

Data Source:

SY 2023-24 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

Date:

01/08/2025

Reading Assessment Proficiency Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. All Students who received a valid score and a proficiency was assigned for the regular assessment	120,155	123,220	133,025
b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment	20,874	18,881	19,123
c. All students in regular assessment with no accommodations scored at or above proficient against grade level	72,198	58,396	77,121
d. All students in regular assessment with accommodations scored at or above proficient against grade level	5,178	2,733	5,008
e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	2,575	768	1,514

f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	3,056	1,107	1,903
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Data Source:

SY 2023-24 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

Date:

01/08/2025

Math Assessment Proficiency Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. All Students who received a valid score and a proficiency was assigned for the regular assessment	119,510	129,604	233,015
b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment	20,843	18,935	37,818
c. All students in regular assessment with no accommodations scored at or above proficient against grade level	74,387	69,565	90,641
d. All students in regular assessment with accommodations scored at or above proficient against grade level	6,469	4,093	6,398
e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	3,158	1,223	2,021
f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	3,845	1,768	2,467

(1)The term “regular assessment” is an aggregation of the following types of assessments as applicable for each grade/ grade group: regular assessment based on grade-level achievement standards, advanced assessment, Innovative Assessment Demonstration Authority (IADA) pilot assessment, high school regular assessment I, high school regular assessment II, high school regular assessment III and locally-selected nationally recognized high school assessment in the prefilled data in this indicator.

FFY 2023 SPP/APR Data: Reading Assessment

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	26.98%	64.40%	34.83	31.24	37.42	Did not meet target	Slippage
B	Grade 8	9.93%	49.61%	43.97	38.87	39.68	Did not meet target	No Slippage
C	Grade HS	17.87%	61.74%	44.53	41.65	43.87	Did not meet target	No Slippage

Provide reasons for slippage for Group A, if applicable

Ohio remains committed to prioritizing language and literacy development for all learners, in alignment with its strategic education plan and Ohio's Plan to Raise Literacy Achievement available at: <https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Ohios-Plan-to-Raise-Literacy-Achievement.pdf.aspx?lang=en-US>. Ohio's Plan to Raise Literacy Achievement specifically addresses the inclusion of students with disabilities, ensuring they have access to evidence-based literacy instruction and interventions tailored to their unique needs from birth through grade 12. Additionally, this plan emphasizes the importance of professional development for educators to better serve students with disabilities, fostering an inclusive learning environment. Over the past year, a continued decrease in the alternate assessment participation rate and n-size, along with the transition of some students to regular assessments, may explain observed trends. Ohio is dedicated to supporting students with complex needs, collaborating with OCALI, and other instructional systems to provide comprehensive guidance and resources for screening and literacy assessments. Efforts are ongoing to ensure all students, including those with the most complex needs, receive the necessary support. The Plan to Raise Literacy Achievement specifically addresses the inclusion of students with disabilities, ensuring they have access to evidence-based literacy instruction and interventions tailored to their unique needs. Additionally, this plan emphasizes the importance of professional development for educators to better serve students with disabilities, fostering an inclusive learning environment.

FFY 2023 SPP/APR Data: Math Assessment

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	33.60%	67.66%	33.73	30.01	34.06	Did not meet target	No Slippage
B	Grade 8	15.80%	56.83%	41.16	36.28	41.04	Did not meet target	No Slippage
C	Grade HS	11.87%	41.64%	32.38	28.91	29.78	Did not meet target	No Slippage

Provide additional information about this indicator (optional)

3D - Prior FFY Required Actions

None

3D - OSEP Response

3D - Required Actions

Indicator 4A: Suspension/Expulsion

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results Indicator: Rates of suspension and expulsion:

- A. Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Data Source

State discipline data, including State's analysis of State's Discipline data collected under IDEA Section 618, where applicable. Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

Measurement

Percent = $\left[\left(\frac{\text{LEAs that meet the State-established n and/or cell size (if applicable) that have a significant discrepancy, as defined by the State, in the rates of suspensions and expulsions for more than 10 days during the school year of children with IEPs}}{\text{LEAs in the State that meet the State-established n and/or cell size (if applicable)}} \right) \right] \times 100$.

Include State's definition of "significant discrepancy."

Instructions

If the State has established a minimum n and/or cell size requirement, the State must provide a definition of its minimum n and/or cell size itself and a description thereof (e.g., a State's n size of 15 represents the number of children with disabilities enrolled in an LEA, and a State's cell size of 5 represents the number of children with disabilities who have received out-of-school suspensions and expulsions of more than 10 days within the LEA).

The State must also provide rationales for its minimum n and/or cell size, including why the definitions chosen are reasonable and based on stakeholder input, and how the definitions ensure that the State is appropriately analyzing and identifying LEAs with significant discrepancy. The State must also indicate whether the minimum n and/or cell size represents a change from the prior SPP/APR reporting period. If so, the State must provide an explanation why the minimum n and/or cell size was changed.

The State may only include, in both the numerator and the denominator, LEAs that met that State established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.

Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2023 SPP/APR, use data from 2022-2023), including data disaggregated by race and ethnicity to determine if significant discrepancies, as defined by the State, are occurring in the rates of long-term suspensions and expulsions (more than 10 days during the school year) of children with IEPs, as required at 20 U.S.C. 1412(a)(22). The State's examination must include one of the following comparisons:

- Option 1: The rates of suspensions and expulsions for children with IEPs among LEAs within the State; or
- Option 2: The rates of suspensions and expulsions for children with IEPs to rates of suspensions and expulsions for nondisabled children within the LEAs.

In the description, specify which method the State used to determine possible discrepancies and explain what constitutes those discrepancies.

If, under Option 1, the State uses a State-level long-term suspension and expulsion rate for children with disabilities to compare to LEA-level long-term suspension and expulsion rates for the purpose of determining whether an LEA has a significant discrepancy, the State must provide the State-level long-term suspension and expulsion rate used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose long-term suspension/expulsion rate exceeds 2 percentage points above the State-level rate of 0.7%, the State must provide OSEP with the State-level rate of 0.7%).

If, under Option 2, the State uses a rate difference to compare the rates of long-term suspensions and expulsions for children with IEPs to the rates of long-term suspensions and expulsions for nondisabled children within the LEA, the State must provide the State-selected rate difference used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose rate of long-term suspensions and expulsions for children with IEPs is 4 percentage points above the long-term suspension/expulsion rate for nondisabled children, the State must provide OSEP with the rate difference of 4 percentage points). Similarly, if, under Option 2, the State uses a rate ratio to compare the rates of long-term suspensions and expulsions for children with IEPs to the rates of long-term suspensions and expulsions for nondisabled children within the LEA, the State must provide the State-selected rate ratio used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose ratio of its long-term suspensions and expulsions rate for children with IEPs to long-term suspensions and expulsions rate for nondisabled children is greater than 3.0, the State must provide OSEP with the rate ratio of 3.0).

Because the Measurement Table requires that the data examined for this indicator are lag year data, States should examine the section 618 data that was submitted by LEAs that were in operation during the school year before the reporting year. For example, if a State has 100 LEAs operating in the 2022-2023 school year, those 100 LEAs would have reported section 618 data in 2022-2023 on the number of children suspended/expelled. If the State then opens 15 new LEAs in 2023-2024, suspension/expulsion data from those 15 new LEAs would not be in the 2022-2023 section 618 data set, and therefore, those 15 new LEAs should not be included in the denominator of the calculation. States must use the number of LEAs from the year before the reporting year in its calculation for this indicator. For the FFY 2023 SPP/APR submission, States must use the number of LEAs reported in 2022-2023 (which can be found in the FFY 2022 SPP/APR introduction).

Indicator 4A: Provide the actual numbers used in the calculation (based upon LEAs that met the minimum n and/or cell size requirement, if applicable). If significant discrepancies occurred, describe how the State educational agency reviewed and, if appropriate, revised (or required the affected local educational agency to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that such policies, procedures, and practices comply with applicable requirements.

Provide detailed information about the timely correction of noncompliance as noted in OSEP's response for the previous SPP/APR. If discrepancies occurred and the LEA with discrepancies had policies, procedures or practices that contributed to the significant discrepancy, as defined by the State, and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 23-01, dated July.

If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

4A - Indicator Data

Historical Data

Baseline Year	Baseline Data
2021	0.00%

FFY	2018	2019	2020	2021	2022
Target <=	8.17%	8.17%	20.00%	20.00%	20.00%
Data	5.57%	25.00%	20.00%	0.00%	0.00%

Targets

FFY	2023	2024	2025
Target <=	20.00%	17.50%	0.00%

Targets: Description of Stakeholder Input

The Ohio Department of Education and Workforce (The Department) collaborated with Mary Watson, Ohio's state liaison at the IDEA Data Center for guidance and feedback throughout the entirety of the target setting process. In August 2021, the Department developed a fact sheet for each indicator for which targets were to be set. Multiple data specialists and programmatic experts across the department collaborated to develop each fact sheet. Fact sheets are organized by guiding questions to facilitate individual review of each indicator. Each fact sheet contains data visualizations and narrative describing the indicator measurement, changes to the indicator, data and programmatic considerations, the state's performance over time, two sets of proposed target options and a rationale for each set. Fact sheets are available via The Department's special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The Department created an email address specifically for target setting. This email address (specialtarget@education.ohio.gov) was shared with stakeholders via the target setting webpage and used for all external communication regarding target setting.

Indicator fact sheets were posted to the target setting webpage for public comment in September 2021. The Department requested public comment on the proposed target options for each indicator. For each indicator, stakeholders were encouraged to comment with which set of target options they preferred and why. The public comment period was open for five weeks. Commenters were also invited to be part of a virtual stakeholder group that held a series of meetings between November and December to review all public input and finalize the targets across indicators.

The Department provided several reminders of public comment via multiple modes, including one direct email to the 11 largest urban districts in the state, three articles in EdConnection (the Department's newsletter to districts), three articles in the weekly state support team newsletter, one email to the Family Collaborative listserv, and one article to the GovDelivery listserv. Communications delivered multiple reminders via social media outlets, including two posts each to Facebook and LinkedIn, as well as nine Twitter posts. A total of 438 comments were collected on all 11 indicators. Seventy-one (16.21 percent) of these comments were from individuals who self-identified as parents. Forty-seven people expressed interest in the virtual stakeholder group, thirteen (27.66 percent) of which self-identified as parents.

During the public comment period, the Department also presented and discussed target options with various stakeholder groups, including Buckeye Association of School Administrators, Deaf Education Network, Disability Rights Ohio, Disparities and Cultural Competence Advisory Committee, Early Childhood State Leadership Team, Guiding Coalition, Ohio Association of Pupil Services Administrators, Ohio Center for Deaf-Blind Education, Ohio Center for Deaf-Blind Education Advisory Board, Ohio Department of Education and Workforce staff, Ohio School Boards Association, Professionals Serving Students with Visual Impairments, State Advisory Panel for Exceptional Children, State Support Team Directors, the State Support Team/Office for Exceptional Children Workgroup, and attorneys from parent advocacy groups. The DEW also held two meetings with the Family Collaborative, including Ohio Center for Autism and Low Incidence (OCALI) Family and Community Outreach Center, the Outreach Center for Deaf and Blindness, Ohio Statewide Family Engagement Center Advisory Council, the Parent Training and Information Center at the Ohio Coalition for the Education of Children with Disabilities, Department of Developmental Disabilities Family Group, and Parent Mentors of Ohio.

The Department sent invitations to participate in the virtual stakeholder group in November 2021. The Department invited stakeholders who expressed interest in participating via the public comment period as well as individuals who had recently participated in other special education stakeholder groups for the agency. Two-hundred one invitations were sent, 128 (51 percent) to individuals who self-identified as parents.

The Department held six two-hour virtual stakeholder meetings in November and December 2021 to review public comment and recommend final targets for each indicator. Indicators were divided into six clusters based on like measures, as follows: Exiting (indicators 1, 2 and 14), Assessment (indicator 3), Discipline and School-age Environments (indicators 4a and 5), Preschool Environments and Outcomes (indicators 6 and 7), Family Involvement (indicator 8) and Dispute Resolution (indicators 15 and 16). Each indicator cluster was facilitated by programmatic experts within the state agency. Participants were divided into indicator clusters based on their individual preferences. Seventy-four individuals participated in the virtual stakeholder meetings, 7 (9.46 percent) of which self-identified as parents.

The first of six meetings in November 2021 included an introduction and overview of the target setting process from Kara Waldron, the leader of the IDEA Monitoring and Data Team at that time, and Mary Watson, Ohio’s state liaison from the IDEA Data Center. Both Kara and Mary served as facilitators for the full group meetings. Indicator clusters then broke out into individual virtual spaces to review fact sheets for their assigned indicators and begin to share and review themes from public comment. Facilitators addressed questions from previous meetings in each of the second, third and fourth meetings. Each cluster moved at their own pace in each of these meetings, with Dispute Resolution finishing earlier than other clusters and Assessment needing an additional meeting. During each of these meetings, each cluster finished reviewing their fact sheets and themes from public comment, reviewed and came to consensus on one set of target options and finalized a rationale. Each indicator cluster presented a summary of their fact sheet and discussion as well as final recommendations for target options in the fifth and sixth virtual stakeholder meetings, ending in December 2021.

Final targets were reported via Ohio’s Annual Performance Report in February 2022. The Department updated the department webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>) with the final targets and notified stakeholders through an EdConnection article in April 2022.

Ohio engaged stakeholders in fall 2024 for the purpose of updating methodology for Indicator 4 to include more LEAs in the analysis. The state finalized methodology for Indicator 4a with stakeholders in October 2024 and began implementing the updated methodology beginning with the 2023-24 school year, to be reported in the FFY2024 APR in 2026. The state will reengage stakeholders in spring 2025 to set targets for this indicator using the new baseline of FFY2024.

FFY 2023 SPP/APR Data

Has the state established a minimum n/cell-size requirement? (yes/no)

YES

If yes, the State must provide a definition of its minimum n and/or cell size itself and a description thereof (e.g., a State’s n size of 15 represents the number of children with disabilities enrolled in an LEA, and a State’s cell size of 5 represents the number of children with disabilities who have received out-of-school suspensions and expulsions of more than 10 days within the LEA).

Minimum Cell Size: Ohio uses a minimum cell size of 10. The cell size refers to the numerator of each out-of-school suspensions and expulsions rate calculation. For an LEA to be included in the analyses, there needs to be:

- at least 10 students with disabilities with greater than 10 cumulative days of out-of-school suspensions and expulsions in the LEA; and
- at least 10 students without disabilities with greater than 10 cumulative days of out-of-school suspensions and expulsions in the LEA.

Minimum N-Size: Ohio uses a minimum n-size of 30. The n-size refers to the denominator of each out-of-school suspensions and expulsions rate calculation. For an LEA to be included in the analyses, there needs to be:

- at least 30 students with disabilities in the LEA; and
- at least 30 students without disabilities in the LEA.

If yes, the State must also provide rationales for its minimum n and/or cell size, including why the definitions chosen are reasonable and based on stakeholder input, and how the definitions ensure that the State is appropriately analyzing and identifying LEAs with significant discrepancy.

Beginning with the 2019-20 school year, Ohio, along with its stakeholders, opted to align Indicator 4 methodology to significant disproportionality to the extent possible to simplify understanding of the various calculations for LEAs. This alignment included using a minimum cell size of 10 and n-size of 30, which federal guidance identified as presumptively reasonable, statistically sound, and unlikely to inappropriately identify LEAs with small changes in small populations as having significant disproportionality. The state threshold of 1.00 percentage point, minimum cell size of 10, minimum n-size of 30, and considering three years of data has resulted in Ohio’s inclusion of fewer than three percent of all LEAs in the analysis for Indicator 4a since FFY2019 and fewer than half a percent since FFY2021 (24 LEAs in FFY2019, 25 LEAs in FFY2020, and 4 LEAs in FFY2021 and each year since). Ohio has identified fewer than 25 percent of LEAs that met the minimum cell and n-sizes since FFY2019 (6 LEAs in FFY2019, 5 LEAs in FFY2020, and zero LEAs in FFY2021 and each year since). Ohio engaged stakeholders in fall 2024 for the purpose of updating methodology for Indicator 4 to include more LEAs in the analysis. The state finalized methodology for Indicator 4a with stakeholders in October 2024 and began implementing the updated methodology beginning with the 2023-24 school year, to be reported in the FFY2024 APR in 2026. The state will reengage stakeholders in spring 2025 to set targets for this indicator using the new baseline of FFY2024.

If yes, the State must also indicate whether the minimum n and/or cell size represents a change from the prior SPP/APR reporting period.

No, the minimum n- and cell sizes do not represent a change from the prior SPP/APR reporting period.

If yes, the State must provide an explanation why the minimum n and/or cell size was changed.

n/a

If yes, the State may only include, in both the numerator and the denominator, LEAs that met that State-established n/cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.

964

Number of LEAs that have a significant discrepancy	Number of LEAs that met the State's minimum n/cell-size	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
0	4	0.00%	20.00%	0.00%	Met target	No Slippage

Choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a))

The rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA

State’s definition of “significant discrepancy” and methodology

Ohio’s FFY2023 methodology regarding data source, comparison option, threshold, minimum cell and n-sizes, and multiple years of data is described below.
In Ohio, significant discrepancy is defined as a rate of out-of-school suspensions and expulsions of greater than 10 cumulative days for students with

disabilities that exceeds the rate of out-of-school suspensions and expulsions of greater than 10 cumulative days for students without disabilities within the same LEA by 1.00 percentage point or more for three consecutive years.

Data Source: Data on out-of-school suspensions and expulsions of students with and without disabilities are submitted by LEAs to Ohio's Education Management Information System (EMIS). The data for students with disabilities are used for IDEA Section 618 data/EDFacts submissions. The state collects student-level data about each discipline event, including type, reason, and duration.

Comparison Option: Ohio uses a rate difference to compare an LEA-level rate of out-of-school suspensions and expulsions of greater than 10 cumulative days for students with disabilities to the same LEA's rate of out-of-school suspensions and expulsions of greater than 10 cumulative days for students without disabilities. Steps to calculate the rate difference include: (1) Calculate the LEA-level rate of out-of-school suspensions and expulsions of greater than 10 cumulative days for students with disabilities. The number of students with disabilities with out-of-school suspensions and expulsions of greater than 10 cumulative days divided by the number of all students with disabilities in the LEA equals the LEA-level rate of out-of-school suspensions and expulsions of greater than 10 cumulative days for students with disabilities. (2) Calculate the LEA-level rate of out-of-school suspensions and expulsions of greater than 10 cumulative days for students without disabilities. The number of students without disabilities with out-of-school suspensions and expulsions of greater than 10 cumulative days divided by the number of all students without disabilities in the LEA equals the LEA-level rate of out-of-school suspensions and expulsions of greater than 10 cumulative days for students without disabilities. (3) Calculate the rate difference. Subtract the LEA-level rate of out-of-school suspensions and expulsions of greater than 10 cumulative days for students without disabilities from the LEA-level rate of out-of-school suspensions and expulsions of greater than 10 cumulative days for students with disabilities. The LEA-level rate of out-of-school suspensions and expulsions of greater than 10 cumulative days for students with disabilities minus the LEA-level rate of out-of-school suspensions and expulsions of greater than 10 cumulative days for students without disabilities equals the rate difference. (4) Compare each LEA's rate difference to the state threshold.

Threshold: Ohio's threshold is greater than or equal to 1.00 percentage point. Significant discrepancy in Ohio is defined as a difference in the rate of out-of-school suspensions and expulsions of greater than 10 cumulative days for students with disabilities that exceeds the rate out-of-school suspensions and expulsions of greater than 10 cumulative days for students without disabilities within the same LEA by 1.00 percentage point or more for three consecutive years.

Minimum Cell Size: Ohio uses a minimum cell size of 10. The cell size refers to the numerator of each out-of-school suspensions and expulsions rate calculation. For an LEA to be included in the analyses, there needs to be:

- at least 10 students with disabilities with greater than 10 cumulative days of out-of-school suspensions and expulsions in the LEA; and
- at least 10 students without disabilities with greater than 10 cumulative days of out-of-school suspensions and expulsions in the LEA.

Minimum N-Size: Ohio uses a minimum n-size of 30. The n-size refers to the denominator of each out-of-school suspensions and expulsions rate calculation. For an LEA to be included in the analyses, there needs to be:

- at least 30 students with disabilities in the LEA; and
- at least 30 students without disabilities in the LEA.

Multiple Years of Data: Ohio uses three years of data to define "significant discrepancy." An LEA must exceed the state threshold of 1.00 percentage point for all three years considered to be identified with significant discrepancy.

Ohio has not made changes to Indicator 4a methodology since the prior reporting period. However, FFY2024 will mark a new baseline for Indicator 4a. Ohio will report on updated FFY2024 methodology regarding data source, comparison option, threshold, minimum cell and n-sizes, and multiple years of data in the FFY2024 Annual Performance Report due February 2026.

Provide additional information about this indicator (optional)

Review of Policies, Procedures, and Practices (completed in FFY 2023 using 2022-2023 data)

Provide a description of the review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

For each LEA that the state identifies as having a significant discrepancy in the rate of suspensions or expulsions of greater than 10 cumulative days in a school year for students with IEPs, the state completes the following process:

(1) LEAs identified with significant discrepancies are required to establish a team of personnel involved in disciplinary actions for students with disabilities to complete an indicator analysis, including review of the LEA's discipline policies, procedures, and practices. Areas reviewed by the LEA include: (1) the LEA's code of conduct; (2) the referral and evaluation process for students suspected of having a disability; (3) the development of IEPs for students whose behavior impedes their learning, including the use of Positive Behavioral Interventions and Supports (PBIS) or other strategies to address their behavior; (4) the LEA's general procedures for disciplinary removals for students with disabilities; (5) the procedures for conducting a manifestation determination; and (6) the procedures for conducting a functional behavioral assessment and the development of a behavioral intervention plan.

(2) LEAs are required to send the completed indicator analysis to the state, along with relevant policies, procedures, and practices and a sample of records for students with disabilities suspended or expelled for greater than 10 cumulative days during the applicable school year. The student records serve to verify the LEA's indicator analysis.

(3) The state reviews the student records for compliance with IDEA discipline requirements, including the development and implementation of IEPs, the use of PBIS, and procedural safeguards. If any records indicate noncompliance with IDEA discipline requirements, the state issues a finding of noncompliance, even if the LEA's self-review indicates full compliance.

(4) The state requires that all instances of noncompliance be corrected in accordance with OSEP Memo 23-01. To demonstrate correction of the identified noncompliance, each LEA must: (a) correct individual student records determined to be noncompliant; (b) revise their policies, procedures, and practices relating to the development and implementation of IEPs, the use of PBIS, and procedural safeguards to ensure compliance with the IDEA; and (c) demonstrate that they are correctly implementing the specific regulatory requirements through a review of state-selected student records from a subsequent reporting period.

The state identified 0 LEAs with a significant discipline discrepancy during 2022-23.

The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b).

The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)

Correction of Findings of Noncompliance Identified in FFY 2022

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

4A - Prior FFY Required Actions

In the FFY 2023 SPP/APR, the State must explain how its methodology is reasonably designed to determine if significant discrepancies are occurring in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, including how the State's LEAs are being examined for significant discrepancy under the State's chosen methodology.

Response to actions required in FFY 2022 SPP/APR

See response to the, "If yes, the State also provide rationales for its minimum n and/or cell size, including why the definitions chosen are reasonable and based on stakeholder input, and how the definitions ensure that the State is appropriately analyzing and identifying LEAs with significant discrepancy," prompt above.

4A - OSEP Response**4A - Required Actions**

Indicator 4B: Suspension/Expulsion

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Compliance Indicator: Rates of suspension and expulsion:

- A. Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Data Source

State discipline data, including State's analysis of State's Discipline data collected under IDEA Section 618, where applicable. Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

Measurement

Percent = [(# of LEAs that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rates of suspensions and expulsions of more than 10 days during the school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of LEAs in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State's definition of "significant discrepancy."

Instructions

If the State has established a minimum n and/or cell size requirement, the State must provide a definition of its minimum n and/or cell size itself and a description thereof (e.g., a State's n size of 15 represents the number of children with disabilities enrolled in an LEA, by race and ethnicity, and a State's cell size of 5 represents the number of children with disabilities who have received out-of-school suspensions and expulsions of more than 10 days within the LEA, by race and ethnicity).

The State must also provide rationales for its minimum n and/or cell size, including why the definitions chosen are reasonable and based on stakeholder input, and how the definitions ensure that the State is appropriately analyzing and identifying LEAs with significant discrepancy, by race and ethnicity. The State must also indicate whether the minimum n and/or cell size represents a change from the prior SPP/APR reporting period. If so, the State must provide an explanation why the minimum n and/or cell size was changed.

The State may only include, in both the numerator and the denominator, LEAs that met that State established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.

Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2023 SPP/APR, use data from 2022-2023), including data disaggregated by race and ethnicity to determine if significant discrepancies, as defined by the State, are occurring in the rates of long-term suspensions and expulsions (more than 10 days during the school year) of children with IEPs, as required at 20 U.S.C. 1412(a)(22). The State's examination must include one of the following comparisons:

- Option 1: The rates of suspensions and expulsions for children with IEPs among LEAs within the State; or
- Option 2: The rates of suspensions and expulsions for children with IEPs to the rates of suspensions and expulsions for nondisabled children within the LEAs

In the description, specify which method the State used to determine possible discrepancies and explain what constitutes those discrepancies.

If, under Option 1, the State uses a State-level long-term suspension and expulsion rate for children with disabilities to compare to LEA-level long-term suspension and expulsion rates for the purpose of determining whether an LEA has a significant discrepancy, by race and ethnicity, the State must provide the State-level long-term suspension and expulsion rate used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose long-term suspension/expulsion rate exceeds 2 percentage points above the State-level rate of 0.7%, the State must provide OSEP with the State-level rate of 0.7%).

If, under Option 2, the State uses a rate difference to compare the rates of long-term suspensions and expulsions for children with IEPs, by race and ethnicity, to the rates of long-term suspensions and expulsions for nondisabled children within the LEA, the State must provide the State-selected rate difference used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose rate of long-term suspensions and expulsions for children with IEPs, by race and ethnicity, is 4 percentage points above the long-term suspension/expulsion rate for nondisabled children, the State must provide OSEP with the rate difference of 4 percentage points). Similarly, if, under Option 2, the State uses a rate ratio to compare the rates of long-term suspensions and expulsions for children with IEPs, by race and ethnicity, to the rates of long-term suspensions and expulsions for nondisabled children within the LEA, the State must provide the State-selected rate ratio used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose ratio of its long-term suspensions and expulsions rate for children with IEPs, by race and ethnicity, to long-term suspensions and expulsions rate for nondisabled children is greater than 3.0, the State must provide OSEP with the rate ratio of 3.0).

Because the Measurement Table requires that the data examined for this indicator are lag year data, States should examine the section 618 data that was submitted by LEAs that were in operation during the school year before the reporting year. For example, if a State has 100 LEAs operating in the 2022-2023 school year, those 100 LEAs would have reported section 618 data in 2022-2023 on the number of children suspended/expelled. If the State then opens 15 new LEAs in 2023-2024, suspension/expulsion data from those 15 new LEAs would not be in the 2022-2023 section 618 data set, and therefore, those 15 new LEAs should not be included in the denominator of the calculation. States must use the number of LEAs from the year before the reporting year in its calculation for this indicator. For the FFY 2022 SPP/APR submission, States must use the number of LEAs reported in 2022-2023 (which can be found in the FFY 2022 SPP/APR introduction).

Indicator 4B: Provide the following: (a) the number of LEAs that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups that have a significant discrepancy, as defined by the State, by race or ethnicity, in the rates of long-term suspensions and expulsions (more than 10 days during the school year) for children with IEPs; and (b) the number of those LEAs in which policies, procedures or practices contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Provide detailed information about the timely correction of noncompliance as noted in OSEP's response for the previous SPP/APR. If discrepancies occurred and the LEA with discrepancies had policies, procedures or practices that contributed to the significant discrepancy, as defined by the State, and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 23-01, dated July.

If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

Targets must be 0% for 4B.

4B - Indicator Data

Not Applicable

Select yes if this indicator is not applicable.

NO

Historical Data

Baseline Year	Baseline Data
2021	0.00%

FFY	2018	2019	2020	2021	2022
Target	0%	0%	0%	0%	0%
Data	1.08%	0.00%	0.00%	0.00%	0.00%

Targets

FFY	2023	2024	2025
Target	0%	0%	0%

FFY 2023 SPP/APR Data

Has the state established a minimum n/cell-size requirement? (yes/no)

YES

If yes, the State must provide a definition of its minimum n and/or cell size itself and a description thereof (e.g., a State's n size of 15 represents the number of children with disabilities enrolled in an LEA, and a State's cell size of 5 represents the number of children with disabilities, by race and ethnicity, who have received out-of-school suspensions and expulsions of more than 10 days within the LEA).

Minimum Cell Size: Ohio uses a minimum cell size of 10. The cell size refers to the numerator of each out-of-school suspensions and expulsions rate calculation. For an LEA to be included in the analyses, there needs to be:

- at least 10 students with disabilities with greater than 10 cumulative days of out-of-school suspensions and expulsions in the LEA; and
- at least 10 students without disabilities with greater than 10 cumulative days of out-of-school suspensions and expulsions in the LEA.

Minimum N-Size: Ohio uses a minimum n-size of 30. The n-size refers to the denominator of each out-of-school suspensions and expulsions rate calculation. For an LEA to be included in the analyses, there needs to be:

- at least 30 students with disabilities within the racial/ethnic group in the LEA; and
- at least 30 students without disabilities in the LEA.

If yes, the State must also provide rationales for its minimum n and/or cell size, including why the definitions chosen are reasonable and based on stakeholder input, and how the definitions ensure that the State is appropriately analyzing and identifying LEAs with significant discrepancy.

Ohio, along with its stakeholders, opted to align Indicator 4 methodology to significant disproportionality to the extent possible to simplify understanding of the various calculations for LEAs. This alignment included using a minimum cell size of 10 which federal guidance identified as presumptively reasonable, statistically sound, and unlikely to inappropriately identify LEAs with small changes in small populations as having significant disproportionality.

The state threshold of 2.50, minimum cell size of 10, minimum n-size of 30, and considering three years of data has resulted in Ohio's inclusion of fewer than two percent of all LEAs in the analysis for Indicator 4b since FFY2019 and fewer than half a percent since FFY2021 (19 LEAs in FFY2019 and FFY2020, and 2 LEAs in FFY2021 and each year since). Ohio has identified fewer than 16 percent of LEAs that met the minimum cell and n-sizes since FFY2019 (1 LEA in FFY2019, 3 LEAs in FFY2020, and zero LEAs in FFY2021 and each year since).

Ohio engaged stakeholders in fall 2024 for the purpose of updating methodology for Indicator 4 to include more LEAs in the analysis. The state finalized methodology for Indicator 4b with stakeholders in October 2024 and began implementing the updated methodology beginning with the 2023-24 school year. Ohio will report on updated FFY2024 methodology regarding the threshold, minimum cell and n-sizes, and multiple years of data in the FFY2024 Annual Performance Report due February 2026.

If yes, the State must also indicate whether the minimum n and/or cell size represents a change from the prior SPP/APR reporting period.

No, the minimum n- and cell sizes do not represent a change from the prior SPP/APR reporting period.

If yes, the State must provide an explanation why the minimum n and/or cell size was changed.

n/a

If yes, the State may only include, in both the numerator and the denominator, LEAs that met the State-established n/cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.

965

Number of LEAs that have a significant discrepancy, by race or ethnicity	Number of those LEAs that have policies, procedure or practices that contribute to the significant discrepancy and do not comply with requirements	Number of LEAs that met the State's minimum n/cell-size	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
0	0	3	0.00%	0%	0.00%	Met target	No Slippage

Choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a))

The rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA

Were all races and ethnicities included in the review?

YES

State's definition of "significant discrepancy" and methodology

Ohio's FFY2023 methodology regarding data source, comparison option, threshold, minimum cell and n-sizes, and multiple years of data is described below.

In Ohio, rate ratios are considered significant when they exceed 2.50 for three consecutive years. A rate ratio of 2.50 means that the rate of suspensions and expulsions of greater than 10 cumulative days for students with disabilities within a specific racial group is two and a half times more than the rate for students without disabilities in the LEA.

Data Source: Data on out-of-school suspensions and expulsions of students with and without disabilities are submitted by LEAs to Ohio's Education Management Information System (EMIS). The data for students with disabilities are used for IDEA Section 618 data/EDFacts submissions. The state collects student-level data about each discipline event, including type, reason, and duration.

Comparison Option: Ohio uses a rate ratio to compare the LEA-level rate of out-of-school suspensions and expulsions of greater than 10 cumulative days for students with disabilities from each racial/ethnic group to the rate of out-of-school suspensions and expulsions of greater than 10 cumulative days for all students without disabilities in that same LEA. Steps to calculate the rate ratio include: (1) Calculate the LEA-level rate of out-of-school suspensions and expulsions of greater than 10 cumulative days for students with disabilities in each racial/ethnic group in the LEA. For example, Asian students with disabilities with out-of-school suspensions and expulsions of greater than 10 cumulative days divided by Asian students with disabilities in the LEA equals the rate of out-of-school suspensions and expulsions of greater than 10 cumulative days for Asian students with disabilities in the LEA. (2) Calculate the LEA-level rate of out-of-school suspensions and expulsions of greater than 10 cumulative days for all students without disabilities. The number of students without disabilities with out-of-school suspensions and expulsions of greater than 10 cumulative days divided by the number of all students without disabilities in the LEA equals the LEA-level rate of out-of-school suspensions and expulsions of greater than 10 cumulative days for students without disabilities. (3) Calculate the rate ratio. Using the example above, the LEA-level rate of out-of-school suspensions and expulsions of greater than 10 cumulative days for Asian students with disabilities divided by the LEA-level rate of out-of-school suspensions and expulsions of greater than 10 cumulative days for all students without disabilities in the LEA equals the rate ratio. (4) Compare each LEA's rate ratio to the state threshold.

Threshold: Ohio defines "significant discrepancy" as a rate of out-of-school suspensions and expulsions of greater than 10 cumulative days for students with disabilities in each racial/ethnic group that is 2.50 times the rate of out-of-school suspensions and expulsions of greater than 10 cumulative days for all students without disabilities. Ohio's rate ratio threshold for significant discrepancy is 2.50 for all racial/ethnic groups.

Minimum Cell Size: Ohio uses a minimum cell size of 10. The cell size refers to the numerator of each out-of-school suspensions and expulsions rate calculation. For an LEA to be included in the analyses, there needs to be:

- at least 10 students with disabilities with greater than 10 cumulative days of out-of-school suspensions and expulsions in the LEA; and
- at least 10 students without disabilities with greater than 10 cumulative days of out-of-school suspensions and expulsions in the LEA.

Minimum N-Size: Ohio uses a minimum n-size of 30. The n-size refers to the denominator of each out-of-school suspensions and expulsions rate calculation. For an LEA to be included in the analyses, there needs to be:

- at least 30 students with disabilities within the racial/ethnic group in the LEA; and
- at least 30 students without disabilities in the LEA.

Multiple Years of Data: Ohio uses three years of data to define "significant discrepancy." An LEA must exceed the state rate ratio threshold of 2.50 for all three years considered to be identified with significant discrepancy by race/ethnicity.

Ohio has not made changes to Indicator 4a methodology since the prior reporting period. However, FFY2024 will mark a new baseline for Indicator 4b.

Ohio will report on updated FFY2024 methodology regarding data source, comparison option, threshold, minimum cell and n-sizes, and multiple years of data in the FFY2024 Annual Performance Report due February 2026.

Provide additional information about this indicator (optional)

n/a

Review of Policies, Procedures, and Practices (completed in FFY 2023 using 2022-2023 data)

Provide a description of the review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

For each LEA that the state identifies as having a significant discrepancy in the rate of suspensions or expulsions of greater than 10 cumulative days in a school year for students with IEPs, the state completes the following process:

(1) LEAs identified with significant discrepancies are required to establish a team of personnel involved in disciplinary actions for students with disabilities to complete an indicator analysis, including review of the LEA's discipline policies, procedures, and practices. Areas reviewed by the LEA include: (1) the LEA's code of conduct; (2) the referral and evaluation process for students suspected of having a disability; (3) the development of IEPs for students whose behavior impedes their learning, including the use of PBIS or other strategies to address their behavior; (4) the LEA's general procedures for disciplinary removals for students with disabilities; (5) the procedures for conducting a manifestation determination; and (6) the procedures for conducting a functional behavioral assessment and the development of a behavioral intervention plan.

(2) LEAs are required to send the completed indicator analysis to the state, along with relevant policies, procedures, and practices and a sample of records for students with disabilities suspended or expelled for greater than 10 cumulative days during the applicable school year. The student records serve to verify the LEA's indicator analysis.

(3) The state reviews the student records for compliance with IDEA discipline requirements, including the development and implementation of IEPs, the use of PBIS, and procedural safeguards. If any records indicate noncompliance with IDEA discipline requirements, the state issues a finding of noncompliance, even if the LEA's self-review indicates full compliance.

(4) The state requires that all instances of noncompliance be corrected in accordance with OSEP Memo 23-01. To demonstrate correction of the identified noncompliance, each LEA must: (a) correct individual student records determined to be noncompliant; (b) revise their policies, procedures, and practices relating to the development and implementation of IEPs, the use of PBIS, and procedural safeguards to ensure compliance with the IDEA; and (c) demonstrate that they are correctly implementing the specific regulatory requirements through a review of state-selected student records from a subsequent reporting period.

The state identified 0 LEAs with a significant discipline discrepancy by race/ethnicity during 2022-23.

The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b).

The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)

Correction of Findings of Noncompliance Identified in FFY 2022

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

4B - Prior FFY Required Actions

In the FFY 2023 SPP/APR, the State must explain how its methodology is reasonably designed to determine if significant discrepancies, by race and ethnicity, are occurring in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, including how the State's LEAs are being examined for significant discrepancy under the State's chosen methodology.

Response to actions required in FFY 2022 SPP/APR

See response to the, "If yes, the State also provide rationales for its minimum n and/or cell size, including why the definitions chosen are reasonable and based on stakeholder input, and how the definitions ensure that the State is appropriately analyzing and identifying LEAs with significant discrepancy," prompt above.

4B - OSEP Response

4B- Required Actions

Indicator 5: Education Environments (children 5 (Kindergarten) - 21)

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served:

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

(20 U.S.C. 1416(a)(3)(A))

Data Source

Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in ED*Facts* file specification FS002.

Measurement

- A. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.

Instructions

Sampling from the State's 618 data is not allowed.

States must report five-year-old children with disabilities who are enrolled in kindergarten in this indicator. Five-year-old children with disabilities who are enrolled in preschool programs are included in Indicator 6.

Describe the results of the calculations and compare the results to the target.

If the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA, explain.

5 - Indicator Data

Historical Data

Part	Baseline	FFY	2018	2019	2020	2021	2022
A	2020	Target >=	65.00%	65.00%	64.80%	65.00%	66.00%
A	64.80%	Data	63.72%	64.16%	64.80%	65.61%	65.94%
B	2020	Target <=	10.00%	10.00%	11.86%	11.80%	11.75%
B	11.86%	Data	11.89%	11.90%	11.86%	11.48%	11.15%
C	2020	Target <=	4.00%	4.00%	3.62%	3.60%	3.56%
C	3.62%	Data	3.77%	3.74%	3.62%	3.30%	3.23%

Targets

FFY	2023	2024	2025
Target A >=	67.00%	68.00%	69.00%
Target B <=	11.50%	11.25%	11.00%
Target C <=	3.54%	3.53%	3.51%

Targets: Description of Stakeholder Input

The Ohio Department of Education and Workforce (The Department) collaborated with Mary Watson, Ohio's state liaison at the IDEA Data Center for guidance and feedback throughout the entirety of the target setting process. In August 2021, the Department developed a fact sheet for each indicator for which targets were to be set. Multiple data specialists and programmatic experts across the department collaborated to develop each fact sheet. Fact sheets are organized by guiding questions to facilitate individual review of each indicator. Each fact sheet contains data visualizations and narrative describing the indicator measurement, changes to the indicator, data and programmatic considerations, the state's performance over time, two sets of proposed target options and a rationale for each set. Fact sheets are available via The Department's special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The Department created an email address specifically for target setting. This email address (specialtargeteds@education.ohio.gov) was shared with stakeholders via the target setting webpage and used for all external communication regarding target setting.

Indicator fact sheets were posted to the target setting webpage for public comment in September 2021. The Department requested public comment on the proposed target options for each indicator. For each indicator, stakeholders were encouraged to comment with which set of target options they preferred and why. The public comment period was open for five weeks. Commenters were also invited to be part of a virtual stakeholder group that held a series of meetings between November and December to review all public input and finalize the targets across indicators.

The Department provided several reminders of public comment via multiple modes, including one direct email to the 11 largest urban districts in the state, three articles in EdConnection (the Department's newsletter to districts), three articles in the weekly state support team newsletter, one email to the Family Collaborative listserv, and one article to the GovDelivery listserv. Communications delivered multiple reminders via social media outlets, including two posts each to Facebook and LinkedIn, as well as nine Twitter posts. A total of 438 comments were collected on all 11 indicators. Seventy-one (16.21 percent) of these comments were from individuals who self-identified as parents. Forty-seven people expressed interest in the virtual stakeholder group, thirteen (27.66 percent) of which self-identified as parents.

During the public comment period, the Department also presented and discussed target options with various stakeholder groups, including Buckeye Association of School Administrators, Deaf Education Network, Disability Rights Ohio, Disparities and Cultural Competence Advisory Committee, Early Childhood State Leadership Team, Guiding Coalition, Ohio Association of Pupil Services Administrators, Ohio Center for Deaf-Blind Education, Ohio Center for Deaf-Blind Education Advisory Board, Ohio Department of Education and Workforce staff, Ohio School Boards Association, Professionals Serving Students with Visual Impairments, State Advisory Panel for Exceptional Children, State Support Team Directors, the State Support Team/Office for Exceptional Children Workgroup, and attorneys from parent advocacy groups. The DEW also held two meetings with the Family Collaborative, including Ohio Center for Autism and Low Incidence (OCALI) Family and Community Outreach Center, the Outreach Center for Deaf and Blindness, Ohio Statewide Family Engagement Center Advisory Council, the Parent Training and Information Center at the Ohio Coalition for the Education of Children with Disabilities, Department of Developmental Disabilities Family Group, and Parent Mentors of Ohio.

The Department sent invitations to participate in the virtual stakeholder group in November 2021. The Department invited stakeholders who expressed interest in participating via the public comment period as well as individuals who had recently participated in other special education stakeholder groups for the agency. Two-hundred one invitations were sent, 128 (51 percent) to individuals who self-identified as parents.

The Department held six two-hour virtual stakeholder meetings in November and December 2021 to review public comment and recommend final targets for each indicator. Indicators were divided into six clusters based on like measures, as follows: Exiting (indicators 1, 2 and 14), Assessment (indicator 3), Discipline and School-age Environments (indicators 4a and 5), Preschool Environments and Outcomes (indicators 6 and 7), Family Involvement (indicator 8) and Dispute Resolution (indicators 15 and 16). Each indicator cluster was facilitated by programmatic experts within the state agency. Participants were divided into indicator clusters based on their individual preferences. Seventy-four individuals participated in the virtual stakeholder meetings, 7 (9.46 percent) of which self-identified as parents.

The first of six meetings in November 2021 included an introduction and overview of the target setting process from Kara Waldron, the leader of the IDEA Monitoring and Data Team at that time, and Mary Watson, Ohio's state liaison from the IDEA Data Center. Both Kara and Mary served as facilitators for the full group meetings. Indicator clusters then broke out into individual virtual spaces to review fact sheets for their assigned indicators and begin to share and review themes from public comment. Facilitators addressed questions from previous meetings in each of the second, third and fourth meetings. Each cluster moved at their own pace in each of these meetings, with Dispute Resolution finishing earlier than other clusters and Assessment needing an additional meeting. During each of these meetings, each cluster finished reviewing their fact sheets and themes from public comment, reviewed and came to consensus on one set of target options and finalized a rationale. Each indicator cluster presented a summary of their fact sheet and discussion as well as final recommendations for target options in the fifth and sixth virtual stakeholder meetings, ending in December 2021.

Final targets were reported via Ohio's Annual Performance Report in February 2022. The Department updated the department webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>) with the final targets and notified stakeholders through an EdConnection article in April 2022.

Prepopulated Data

Source	Date	Description	Data
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	Total number of children with IEPs aged 5 (kindergarten) through 21	262,769
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	A. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class 80% or more of the day	175,178
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	B. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class less than 40% of the day	29,350
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	c1. Number of children with IEPs aged 5 (kindergarten) through 21 in separate schools	7,181
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	c2. Number of children with IEPs aged 5 (kindergarten) through 21 in residential facilities	357
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	c3. Number of children with IEPs aged 5 (kindergarten) through 21 in homebound/hospital placements	935

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

FFY 2023 SPP/APR Data

Education Environments	Number of children with IEPs aged 5 (kindergarten) through 21 served	Total number of children with IEPs aged 5 (kindergarten) through 21	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class 80% or more of the day	175,178	262,769	65.94%	67.00%	66.67%	Did not meet target	No Slippage
B. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class less than 40% of the day	29,350	262,769	11.15%	11.50%	11.17%	Met target	No Slippage
C. Number of children with IEPs aged 5 (kindergarten) through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	8,473	262,769	3.23%	3.54%	3.22%	Met target	No Slippage

Provide additional information about this indicator (optional)

5 - Prior FFY Required Actions

None

5 - OSEP Response

5 - Required Actions

Indicator 6: Preschool Environments

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:

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

(20 U.S.C. 1416(a)(3)(A))

Data Source

Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in ED*Facts* file specification FS089.

Measurement

- A. Percent = [(# of children ages 3, 4, and 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) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100.
- B. Percent = [(# of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school, or residential facility) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100.
- C. Percent = [(# of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100.

Instructions

Sampling from the State's 618 data is not allowed.

States must report five-year-old children with disabilities who are enrolled in preschool programs in this indicator. Five-year-old children with disabilities who are enrolled in kindergarten are included in Indicator 5.

States may choose to set one target that is inclusive of children ages 3, 4, and 5, or set individual targets for each age.

For Indicator 6C: States are not required to establish a baseline or targets if the number of children receiving special education and related services in the home is less than 10, regardless of whether the State chooses to set one target that is inclusive of children ages 3, 4, and 5, or set individual targets for each age. In a reporting period during which the number of children receiving special education and related services in the home reaches 10 or greater, States are required to develop baseline and targets and report on them in the corresponding SPP/APR.

For Indicator 6C: States may express their targets in a range (e.g., 75-85%).

Describe the results of the calculations and compare the results to the target.

If the data reported in this indicator are not the same as the State's data reported under IDEA section 618, explain.

6 - Indicator Data

Not Applicable

Select yes if this indicator is not applicable.

NO

Historical Data (Inclusive) – 6A, 6B, 6C

Part	FFY	2018	2019	2020	2021	2022
A	Target >=	52.30%	52.30%	66.81%	67.00%	70.00%
A	Data	73.13%	73.66%	66.81%	67.12%	63.17%
B	Target <=	38.40%	38.40%	18.94%	18.00%	16.00%
B	Data	15.94%	16.20%	18.94%	20.53%	24.50%
C	Target <=			2.98%	2.98%	2.50%
C	Data			2.98%	1.92%	1.30%

Targets: Description of Stakeholder Input

The Ohio Department of Education and Workforce (The Department) collaborated with Mary Watson, Ohio's state liaison at the IDEA Data Center for guidance and feedback throughout the entirety of the target setting process. In August 2021, the Department developed a fact sheet for each indicator for which targets were to be set. Multiple data specialists and programmatic experts across the department collaborated to develop each fact sheet. Fact sheets are organized by guiding questions to facilitate individual review of each indicator. Each fact sheet contains data visualizations and narrative describing the indicator measurement, changes to the indicator, data and programmatic considerations, the state's performance over time, two sets of proposed target options and a rationale for each set. Fact sheets are available via The Department's special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The Department created an email address specifically for target setting. This email address (specialtargeteds@education.ohio.gov) was shared with stakeholders via the target setting webpage and used for all external communication regarding target setting.

Indicator fact sheets were posted to the target setting webpage for public comment in September 2021. The Department requested public comment on

the proposed target options for each indicator. For each indicator, stakeholders were encouraged to comment with which set of target options they preferred and why. The public comment period was open for five weeks. Commenters were also invited to be part of a virtual stakeholder group that held a series of meetings between November and December to review all public input and finalize the targets across indicators.

The Department provided several reminders of public comment via multiple modes, including one direct email to the 11 largest urban districts in the state, three articles in EdConnection (the Department's newsletter to districts), three articles in the weekly state support team newsletter, one email to the Family Collaborative listserv, and one article to the GovDelivery listserv. Communications delivered multiple reminders via social media outlets, including two posts each to Facebook and LinkedIn, as well as nine Twitter posts. A total of 438 comments were collected on all 11 indicators. Seventy-one (16.21 percent) of these comments were from individuals who self-identified as parents. Forty-seven people expressed interest in the virtual stakeholder group, thirteen (27.66 percent) of which self-identified as parents.

During the public comment period, the Department also presented and discussed target options with various stakeholder groups, including Buckeye Association of School Administrators, Deaf Education Network, Disability Rights Ohio, Disparities and Cultural Competence Advisory Committee, Early Childhood State Leadership Team, Guiding Coalition, Ohio Association of Pupil Services Administrators, Ohio Center for Deaf-Blind Education, Ohio Center for Deaf-Blind Education Advisory Board, Ohio Department of Education and Workforce staff, Ohio School Boards Association, Professionals Serving Students with Visual Impairments, State Advisory Panel for Exceptional Children, State Support Team Directors, the State Support Team/Office for Exceptional Children Workgroup, and attorneys from parent advocacy groups. The DEW also held two meetings with the Family Collaborative, including Ohio Center for Autism and Low Incidence (OCALI) Family and Community Outreach Center, the Outreach Center for Deaf and Blindness, Ohio Statewide Family Engagement Center Advisory Council, the Parent Training and Information Center at the Ohio Coalition for the Education of Children with Disabilities, Department of Developmental Disabilities Family Group, and Parent Mentors of Ohio.

The Department sent invitations to participate in the virtual stakeholder group in November 2021. The Department invited stakeholders who expressed interest in participating via the public comment period as well as individuals who had recently participated in other special education stakeholder groups for the agency. Two-hundred one invitations were sent, 128 (51 percent) to individuals who self-identified as parents.

The Department held six two-hour virtual stakeholder meetings in November and December 2021 to review public comment and recommend final targets for each indicator. Indicators were divided into six clusters based on like measures, as follows: Exiting (indicators 1, 2 and 14), Assessment (indicator 3), Discipline and School-age Environments (indicators 4a and 5), Preschool Environments and Outcomes (indicators 6 and 7), Family Involvement (indicator 8) and Dispute Resolution (indicators 15 and 16). Each indicator cluster was facilitated by programmatic experts within the state agency. Participants were divided into indicator clusters based on their individual preferences. Seventy-four individuals participated in the virtual stakeholder meetings, 7 (9.46 percent) of which self-identified as parents.

The first of six meetings in November 2021 included an introduction and overview of the target setting process from Kara Waldron, the leader of the IDEA Monitoring and Data Team at that time, and Mary Watson, Ohio's state liaison from the IDEA Data Center. Both Kara and Mary served as facilitators for the full group meetings. Indicator clusters then broke out into individual virtual spaces to review fact sheets for their assigned indicators and begin to share and review themes from public comment. Facilitators addressed questions from previous meetings in each of the second, third and fourth meetings. Each cluster moved at their own pace in each of these meetings, with Dispute Resolution finishing earlier than other clusters and Assessment needing an additional meeting. During each of these meetings, each cluster finished reviewing their fact sheets and themes from public comment, reviewed and came to consensus on one set of target options and finalized a rationale. Each indicator cluster presented a summary of their fact sheet and discussion as well as final recommendations for target options in the fifth and sixth virtual stakeholder meetings, ending in December 2021.

Final targets were reported via Ohio's Annual Performance Report in February 2022. The Department updated the department webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>) with the final targets and notified stakeholders through an EdConnection article in April 2022.

Targets

Please select if the State wants to set baselines and targets based on individual age ranges (i.e., separate baseline and targets for each age), or inclusive of all children ages 3, 4, and 5.

Inclusive Targets

Please select if the State wants to use target ranges for 6C.

Target Range not used

Baselines for Inclusive Targets option (A, B, C)

Part	Baseline Year	Baseline Data
A	2020	66.81%
B	2020	18.94%
C	2020	2.98%

Inclusive Targets – 6A, 6B

FFY	2023	2024	2025
Target A >=	73.00%	76.00%	80.00%
Target B <=	14.00%	12.00%	10.00%

Inclusive Targets – 6C

FFY	2023	2024	2025
Target C <=	2.20%	1.80%	1.55%

Prepopulated Data

Data Source:

SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS089; Data group 613)

Date:

07/31/2024

Description	3	4	5	3 through 5 - Total
Total number of children with IEPs	7,587	11,484	4,557	23,628
a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	4,388	7,275	3,080	14,743
b1. Number of children attending separate special education class	1,929	2,664	891	5,484
b2. Number of children attending separate school	138	196	94	428
b3. Number of children attending residential facility	1	2	0	3
c1. Number of children receiving special education and related services in the home	136	88	37	261

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

FFY 2023 SPP/APR Data - Aged 3 through 5

Preschool Environments	Number of children with IEPs aged 3 through 5 served	Total number of children with IEPs aged 3 through 5	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	14,743	23,628	63.17%	73.00%	62.40%	Did not meet target	No Slippage
B. Separate special education class, separate school, or residential facility	5,915	23,628	24.50%	14.00%	25.03%	Did not meet target	No Slippage
C. Home	261	23,628	1.30%	2.20%	1.10%	Met target	No Slippage

Provide additional information about this indicator (optional)

6 - Prior FFY Required Actions

None

6 - OSEP Response

6 - Required Actions

Indicator 7: Preschool Outcomes

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of preschool children aged 3 through 5 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); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Data Source

State selected data source.

Measurement

Outcomes:

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

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

Summary Statements for Each of the Three Outcomes:

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1: Percent = [(# of preschool children reported in progress category (c) plus # of preschool children reported in category (d)) divided by ((# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d))] times 100.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 2: Percent = [(# of preschool children reported in progress category (d) plus # of preschool children reported in progress category (e)) divided by ((the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e))] times 100.

Instructions

Sampling of **children for assessment** is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates. (See [General Instructions](#) on page 3 for additional instructions on sampling.)

In the measurement include, in the numerator and denominator, only children who received special education and related services for at least six months during the age span of three through five years.

Describe the results of the calculations and compare the results to the targets. States will use the progress categories for each of the three Outcomes to calculate and report the two Summary Statements. States have provided targets for the two Summary Statements for the three Outcomes (six numbers for targets for each FFY).

Report progress data and calculate Summary Statements to compare against the six targets. Provide the actual numbers and percentages for the five reporting categories for each of the three Outcomes.

In presenting results, provide the criteria for defining "comparable to same-aged peers." If a State is using the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS), then the criteria for defining "comparable to same-aged peers" has been defined as a child who has been assigned a score of 6 or 7 on the COS.

In addition, list the instruments and procedures used to gather data for this indicator, including if the State is using the ECO COS.

7 - Indicator Data

Not Applicable

Select yes if this indicator is not applicable.

NO

Historical Data

Part	Baseline	FFY	2018	2019	2020	2021	2022
A1	2008	Target >=	81.00%	81.00%	81.90%	82.20%	82.50%
A1	64.70%	Data	82.46%	81.79%	80.13%	79.00%	80.80%

A2	2008	Target >=	52.00%	52.00%	50.91%	50.91%	50.91%
A2	47.40%	Data	52.69%	50.91%	49.13%	48.02%	47.54%
B1	2008	Target >=	81.20%	81.20%	80.91%	81.20%	81.50%
B1	65.90%	Data	81.90%	80.82%	79.77%	78.44%	80.24%
B2	2008	Target >=	51.30%	51.30%	48.53%	48.73%	48.93%
B2	45.70%	Data	51.40%	48.46%	47.22%	46.00%	47.14%
C1	2008	Target >=	83.30%	83.30%	83.31%	83.60%	83.90%
C1	66.90%	Data	84.78%	83.21%	81.62%	80.70%	82.00%
C2	2008	Target >=	62.50%	62.50%	59.90%	60.10%	60.30%
C2	59.20%	Data	63.05%	59.80%	57.51%	56.12%	55.58%

Targets

FFY	2023	2024	2025
Target A1 >=	82.85%	83.25%	83.70%
Target A2 >=	51.00%	51.20%	51.40%
Target B1 >=	81.85%	82.25%	82.70%
Target B2 >=	49.20%	49.50%	49.80%
Target C1 >=	84.25%	84.65%	85.10%
Target C2 >=	60.55%	60.85%	61.15%

Targets: Description of Stakeholder Input

The Ohio Department of Education and Workforce (The Department) collaborated with Mary Watson, Ohio's state liaison at the IDEA Data Center for guidance and feedback throughout the entirety of the target setting process. In August 2021, the Department developed a fact sheet for each indicator for which targets were to be set. Multiple data specialists and programmatic experts across the department collaborated to develop each fact sheet. Fact sheets are organized by guiding questions to facilitate individual review of each indicator. Each fact sheet contains data visualizations and narrative describing the indicator measurement, changes to the indicator, data and programmatic considerations, the state's performance over time, two sets of proposed target options and a rationale for each set. Fact sheets are available via The Department's special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The Department created an email address specifically for target setting. This email address (specialtargets@education.ohio.gov) was shared with stakeholders via the target setting webpage and used for all external communication regarding target setting.

Indicator fact sheets were posted to the target setting webpage for public comment in September 2021. The Department requested public comment on the proposed target options for each indicator. For each indicator, stakeholders were encouraged to comment with which set of target options they preferred and why. The public comment period was open for five weeks. Commenters were also invited to be part of a virtual stakeholder group that held a series of meetings between November and December to review all public input and finalize the targets across indicators.

The Department provided several reminders of public comment via multiple modes, including one direct email to the 11 largest urban districts in the state, three articles in EdConnection (the Department's newsletter to districts), three articles in the weekly state support team newsletter, one email to the Family Collaborative listserv, and one article to the GovDelivery listserv. Communications delivered multiple reminders via social media outlets, including two posts each to Facebook and LinkedIn, as well as nine Twitter posts. A total of 438 comments were collected on all 11 indicators. Seventy-one (16.21 percent) of these comments were from individuals who self-identified as parents. Forty-seven people expressed interest in the virtual stakeholder group, thirteen (27.66 percent) of which self-identified as parents.

During the public comment period, the Department also presented and discussed target options with various stakeholder groups, including Buckeye Association of School Administrators, Deaf Education Network, Disability Rights Ohio, Disparities and Cultural Competence Advisory Committee, Early Childhood State Leadership Team, Guiding Coalition, Ohio Association of Pupil Services Administrators, Ohio Center for Deaf-Blind Education, Ohio Center for Deaf-Blind Education Advisory Board, Ohio Department of Education and Workforce staff, Ohio School Boards Association, Professionals Serving Students with Visual Impairments, State Advisory Panel for Exceptional Children, State Support Team Directors, the State Support Team/Office for Exceptional Children Workgroup, and attorneys from parent advocacy groups. The DEW also held two meetings with the Family Collaborative, including Ohio Center for Autism and Low Incidence (OCALI) Family and Community Outreach Center, the Outreach Center for Deaf and Blindness, Ohio Statewide Family Engagement Center Advisory Council, the Parent Training and Information Center at the Ohio Coalition for the Education of Children with Disabilities, Department of Developmental Disabilities Family Group, and Parent Mentors of Ohio.

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The Department held six two-hour virtual stakeholder meetings in November and December 2021 to review public comment and recommend final

targets for each indicator. Indicators were divided into six clusters based on like measures, as follows: Exiting (indicators 1, 2 and 14), Assessment (indicator 3), Discipline and School-age Environments (indicators 4a and 5), Preschool Environments and Outcomes (indicators 6 and 7), Family Involvement (indicator 8) and Dispute Resolution (indicators 15 and 16). Each indicator cluster was facilitated by programmatic experts within the state agency. Participants were divided into indicator clusters based on their individual preferences. Seventy-four individuals participated in the virtual stakeholder meetings, 7 (9.46 percent) of which self-identified as parents.

The first of six meetings in November 2021 included an introduction and overview of the target setting process from Kara Waldron, the leader of the IDEA Monitoring and Data Team at that time, and Mary Watson, Ohio's state liaison from the IDEA Data Center. Both Kara and Mary served as facilitators for the full group meetings. Indicator clusters then broke out into individual virtual spaces to review fact sheets for their assigned indicators and begin to share and review themes from public comment. Facilitators addressed questions from previous meetings in each of the second, third and fourth meetings. Each cluster moved at their own pace in each of these meetings, with Dispute Resolution finishing earlier than other clusters and Assessment needing an additional meeting. During each of these meetings, each cluster finished reviewing their fact sheets and themes from public comment, reviewed and came to consensus on one set of target options and finalized a rationale. Each indicator cluster presented a summary of their fact sheet and discussion as well as final recommendations for target options in the fifth and sixth virtual stakeholder meetings, ending in December 2021.

Final targets were reported via Ohio's Annual Performance Report in February 2022. The Department updated the department webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>) with the final targets and notified stakeholders through an EdConnection article in April 2022.

FFY 2023 SPP/APR Data

Number of preschool children aged 3 through 5 with IEPs assessed

12,255

Outcome A: Positive social-emotional skills (including social relationships)

Outcome A Progress Category	Number of children	Percentage of Children
a. Preschool children who did not improve functioning	97	0.94%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1,820	17.56%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	3,713	35.82%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	3,463	33.41%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	1,273	12.28%

Outcome A	Numerator	Denominator	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. <i>Calculation: (c+d)/(a+b+c+d)</i>	7,176	9,093	80.80%	82.85%	78.92%	Did not meet target	Slippage
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. <i>Calculation: (d+e)/(a+b+c+d+e)</i>	4,736	10,366	47.54%	51.00%	45.69%	Did not meet target	Slippage

Outcome B: Acquisition and use of knowledge and skills (including early language/communication)

Outcome B Progress Category	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	100	0.97%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1,821	17.58%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	3,662	35.35%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	3,752	36.22%

Outcome B Progress Category	Number of Children	Percentage of Children
e. Preschool children who maintained functioning at a level comparable to same-aged peers	1,025	9.89%

Outcome B	Numerator	Denominator	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. <i>Calculation:</i> $(c+d)/(a+b+c+d)$	7,414	9,335	80.24%	81.85%	79.42%	Did not meet target	No Slippage
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. <i>Calculation:</i> $(d+e)/(a+b+c+d+e)$	4,777	10,360	47.14%	49.20%	46.11%	Did not meet target	Slippage

Outcome C: Use of appropriate behaviors to meet their needs

Outcome C Progress Category	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	98	0.95%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1,665	16.18%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	3,015	29.29%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	3,867	37.57%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	1,648	16.01%

Outcome C	Numerator	Denominator	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. <i>Calculation:</i> $(c+d)/(a+b+c+d)$	6,882	8,645	82.00%	84.25%	79.61%	Did not meet target	Slippage
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program. <i>Calculation:</i> $(d+e)/(a+b+c+d+e)$	5,515	10,293	55.58%	60.55%	53.58%	Did not meet target	Slippage

Part	Reasons for slippage, if applicable
A1	Personnel shortages and turnover

Part	Reasons for slippage, if applicable
A2	Personnel shortages and turnover
B2	Personnel shortages and turnover
C1	Personnel shortages and turnover
C2	Personnel shortages and turnover

Does the State include in the numerator and denominator only children who received special education and related services for at least six months during the age span of three through five years? (yes/no)

YES

Sampling Question	Yes / No
Was sampling used?	NO

Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS) process? (yes/no)

YES

List the instruments and procedures used to gather data for this indicator.

Ohio uses the Child Outcomes Summary Form and process to gather data for this indicator. To access Ohio's Child Outcomes Policy, Child Outcomes Reference Guide, Child Outcomes Summary Form, and Child Outcomes Summary Form Quality Assurance Checklist, see the Preschool Special Education Resources web page at <https://education.ohio.gov/Topics/Early-Learning/Preschool-Special-Education>.

Provide additional information about this indicator (optional)

Students are included in the denominator for a given outcome if they have both a valid entry and exit score. Students without an exit score will not be counted in the outcome denominator. Students with an invalid combination of scores will not be counted in the denominator. These outcome denominators will vary from the total number of students with IEPs assessed using the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS) as some students did not have complete or valid entry/exit scores in every outcome.

7 - Prior FFY Required Actions

None

7 - OSEP Response

7 - Required Actions

Indicator 8: Parent involvement

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results indicator: Percent 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.

(20 U.S.C. 1416(a)(3)(A))

Data Source

State selected data source.

Measurement

Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

Instructions

Sampling of parents from whom response is requested is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates. (See [General Instructions](#) on page 3 for additional instructions on sampling.)

Describe the results of the calculations and compare the results to the target.

Provide the actual numbers used in the calculation.

If the State is using a separate data collection methodology for preschool children, the State must provide separate baseline data, targets, and actual target data or discuss the procedures used to combine data from school age and preschool data collection methodologies in a manner that is valid and reliable.

While a survey is not required for this indicator, a State using a survey must submit a copy of any new or revised survey with its SPP/APR.

Report the number of parents to whom the surveys were distributed and the number of respondent parents. The survey response rate is automatically calculated using the submitted data.

States must compare the response rate for the reporting year to the response rate for the previous year (e.g., in the FFY 2023 SPP/APR, compare the FFY 2023 response rate to the FFY 2022 response rate) and describe strategies that will be implemented which are expected to increase the response rate, particularly for those groups that are underrepresented.

The State must also analyze the response rate to identify potential nonresponse bias and take steps to reduce any identified bias and promote response from a broad cross-section of parents of children with disabilities.

Include in the State's analysis the extent to which the demographics of the children for whom parents responded are representative of the demographics of children receiving special education services. States must consider race/ethnicity. In addition, the State's analysis must also include at least one of the following demographics: age of the student, disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.

States must describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

If the analysis shows that the demographics of the children for whom parents responding are not representative of the demographics of children receiving special education services in the State, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the State should consider factors such as how the State distributed the survey to parents (e.g., by mail, by e-mail, on-line, by telephone, in-person through school personnel), and how responses were collected.

States are encouraged to work in collaboration with their OSEP-funded parent centers in collecting data.

8 - Indicator Data

Question	Yes / No
Do you use a separate data collection methodology for preschool children?	NO

Targets: Description of Stakeholder Input

The Ohio Department of Education and Workforce (The Department) collaborated with Mary Watson, Ohio's state liaison at the IDEA Data Center for guidance and feedback throughout the entirety of the target setting process. In August 2021, the Department developed a fact sheet for each indicator for which targets were to be set. Multiple data specialists and programmatic experts across the department collaborated to develop each fact sheet. Fact sheets are organized by guiding questions to facilitate individual review of each indicator. Each fact sheet contains data visualizations and narrative describing the indicator measurement, changes to the indicator, data and programmatic considerations, the state's performance over time, two sets of proposed target options and a rationale for each set. Fact sheets are available via The Department's special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The Department created an email address specifically for target setting. This email address (specialtargets@education.ohio.gov) was shared with stakeholders via the target setting webpage and used for all external communication regarding target setting.

Indicator fact sheets were posted to the target setting webpage for public comment in September 2021. The Department requested public comment on the proposed target options for each indicator. For each indicator, stakeholders were encouraged to comment with which set of target options they preferred and why. The public comment period was open for five weeks. Commenters were also invited to be part of a virtual stakeholder group that held a series of meetings between November and December to review all public input and finalize the targets across indicators.

The Department provided several reminders of public comment via multiple modes, including one direct email to the 11 largest urban districts in the state, three articles in EdConnection (the Department's newsletter to districts), three articles in the weekly state support team newsletter, one email to the Family Collaborative listserv, and one article to the GovDelivery listserv. Communications delivered multiple reminders via social media outlets, including two posts each to Facebook and LinkedIn, as well as nine Twitter posts. A total of 438 comments were collected on all 11 indicators. Seventy-one (16.21 percent) of these comments were from individuals who self-identified as parents. Forty-seven people expressed interest in the virtual stakeholder group, thirteen (27.66 percent) of which self-identified as parents.

During the public comment period, the Department also presented and discussed target options with various stakeholder groups, including Buckeye Association of School Administrators, Deaf Education Network, Disability Rights Ohio, Disparities and Cultural Competence Advisory Committee, Early

Childhood State Leadership Team, Guiding Coalition, Ohio Association of Pupil Services Administrators, Ohio Center for Deaf-Blind Education, Ohio Center for Deaf-Blind Education Advisory Board, Ohio Department of Education and Workforce staff, Ohio School Boards Association, Professionals Serving Students with Visual Impairments, State Advisory Panel for Exceptional Children, State Support Team Directors, the State Support Team/Office for Exceptional Children Workgroup, and attorneys from parent advocacy groups. The DEW also held two meetings with the Family Collaborative, including Ohio Center for Autism and Low Incidence (OCALI) Family and Community Outreach Center, the Outreach Center for Deaf and Blindness, Ohio Statewide Family Engagement Center Advisory Council, the Parent Training and Information Center at the Ohio Coalition for the Education of Children with Disabilities, Department of Developmental Disabilities Family Group, and Parent Mentors of Ohio.

The Department sent invitations to participate in the virtual stakeholder group in November 2021. The Department invited stakeholders who expressed interest in participating via the public comment period as well as individuals who had recently participated in other special education stakeholder groups for the agency. Two-hundred one invitations were sent, 128 (51 percent) to individuals who self-identified as parents.

The Department held six two-hour virtual stakeholder meetings in November and December 2021 to review public comment and recommend final targets for each indicator. Indicators were divided into six clusters based on like measures, as follows: Exiting (indicators 1, 2 and 14), Assessment (indicator 3), Discipline and School-age Environments (indicators 4a and 5), Preschool Environments and Outcomes (indicators 6 and 7), Family Involvement (indicator 8) and Dispute Resolution (indicators 15 and 16). Each indicator cluster was facilitated by programmatic experts within the state agency. Participants were divided into indicator clusters based on their individual preferences. Seventy-four individuals participated in the virtual stakeholder meetings, 7 (9.46 percent) of which self-identified as parents.

The first of six meetings in November 2021 included an introduction and overview of the target setting process from Kara Waldron, the leader of the IDEA Monitoring and Data Team at that time, and Mary Watson, Ohio's state liaison from the IDEA Data Center. Both Kara and Mary served as facilitators for the full group meetings. Indicator clusters then broke out into individual virtual spaces to review fact sheets for their assigned indicators and begin to share and review themes from public comment. Facilitators addressed questions from previous meetings in each of the second, third and fourth meetings. Each cluster moved at their own pace in each of these meetings, with Dispute Resolution finishing earlier than other clusters and Assessment needing an additional meeting. During each of these meetings, each cluster finished reviewing their fact sheets and themes from public comment, reviewed and came to consensus on one set of target options and finalized a rationale. Each indicator cluster presented a summary of their fact sheet and discussion as well as final recommendations for target options in the fifth and sixth virtual stakeholder meetings, ending in December 2021.

Final targets were reported via Ohio's Annual Performance Report in February 2022. The Department updated the department webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>) with the final targets and notified stakeholders through an EdConnection article in April 2022.

Historical Data

Baseline Year	Baseline Data
2019	83.63%

FFY	2018	2019	2020	2021	2022
Target >=	94.00%	94.00%	83.43%	85.00%	86.00%
Data	90.98%	83.63%	83.31%	73.69%	80.07%

Targets

FFY	2023	2024	2025
Target >=	87.00%	89.00%	91.00%

FFY 2023 SPP/APR Data

Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	Total number of respondent parents of children with disabilities	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
5,281	6,333	80.07%	87.00%	83.39%	Did not meet target	No Slippage

Since the State did not report preschool children separately, discuss the procedures used to combine data from school age and preschool surveys in a manner that is valid and reliable.

Researchers at The Ohio State University disseminated a single survey to all parents/caregivers within the surveyed districts, encompassing both preschool-aged and school-aged students. Consequently, no merging of data from separate surveys was necessary, as all responses were collected using one instrument. The validity and reliability of this approach are supported by the survey's design, which ensured comprehensive coverage of both groups. Furthermore, the dataset includes variables for age and grade, allowing for separate analyses of preschool and school-age populations if desired. This unified methodology eliminates the potential inconsistencies that might arise from combining separate datasets, thereby enhancing the reliability of the data analysis and reporting.

The number of parents to whom the surveys were distributed.

48,270

Percentage of respondent parents

13.12%

Response Rate

FFY	2022	2023
Response Rate	16.39%	13.12%

Describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

Surveys are sent to, and data is collected from parents/caregivers of students with disabilities. A wide net is cast to maximize the number of responses from parents in the surveyed districts. The number reported in the item "The number of parents to whom surveys were distributed" reflects the total number of students on IEPs in the surveyed districts. However, matching parent survey responses to individual students directly is not possible. As a result, the total number of students with disabilities is used as a proxy for the number of parents surveyed. This methodological limitation, combined with the broad distribution approach, may contribute to the observed low response rate, as not all parents who receive the survey choose to or are able to respond.

The metric used to determine representativeness involves comparing the percentage of survey respondents within each racial and disability category to the corresponding percentages of total school enrollment in those categories. A discrepancy of +/- 3% is considered acceptable for determining representativeness. Data is self-reported by parents about their oldest child receiving special education services and includes age, race, grade, gender, and the student's primary disability as documented on the Evaluation Team Report (ETR). Because the data is self-reported and not directly matched to enrollment records, the metric serves as an approximation to evaluate the alignment of the survey sample with the demographic distribution of students receiving special education services. It is also noteworthy that the percentages of total school enrollment are statewide percentages used for comparison purposes. School districts are randomly assigned to one of six cohorts, with each cohort surveyed only once per APR package. As a result, enrollment data for these schools may not fully align with statewide data. This report references data from Cohort 5. The final cohort, Cohort 6, will be surveyed in Spring 2025, ensuring consistent data collection and ample time to finalize survey content and distribution logistics.

Additionally, the survey data is provided back to individual districts, which have a more direct understanding of their target populations. Districts are encouraged to examine these data through the lens of their specific demographics to better identify and address any representation issues that may exist. This localized analysis can provide deeper insights into the actual representativeness of the survey sample and guide improvements in outreach and data collection strategies.

The metric used to determine representativeness involves comparing the percentage of survey respondents within each racial and disability category to the corresponding percentages of total school enrollment in those categories. A discrepancy of +/- 3% is considered acceptable for determining representativeness. Data is self-reported by parents about their oldest child receiving special education services and includes age, race, grade, gender, and the student's primary disability as documented on the Evaluation Team Report (ETR). Because the data is self-reported and not directly matched to enrollment records, the metric serves as an approximation to evaluate the alignment of the survey sample with the demographic distribution of students receiving special education services.

It is important to note that the percentages of total school enrollment used for comparison are based on statewide data. Since school districts are randomly selected into cohorts, the enrollment data for those specific schools may not completely match the statewide figures.

Include the State's analyses of the extent to which the demographics of the children for whom parents responded are representative of the demographics of children receiving special education services. States must include race/ethnicity in their analysis. In addition, the State's analysis must also include at least one of the following demographics: age of the student, disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.

Race/Ethnicity

White Non-Hispanic: 74.52% (% of respondents- students self-reported by parents) - 64%(% of total enrollment of students with disabilities) = 10.5%

Black Non-Hispanic: 9.09% (% of respondents- students self-reported by parents) - 20% (% of total enrollment of students with disabilities) = -10.9%

Multiracial: 7.40% (% of respondents- students self-reported by parents) - 7%(% of total enrollment of students with disabilities) = 0.4%

Hispanic / Latinx: 4.44% (% of respondents- students self-reported by parents) - 7%(% of total enrollment of students with disabilities) = -2.6%

American Indian/ Alaskan Native: 2.51% (% of respondents- students self-reported by parents) - 0.14%(% of total enrollment of students with disabilities) = 2.4%

Asian: 1.72% (% of respondents- students self-reported by parents) - 1%(% of total enrollment of students with disabilities) = 0.7%

Pacific Islander: 0.32% (% of respondents- students self-reported by parents) - 0.09%(% of total enrollment of students with disabilities) = 0.2%

Survey respondents who identify their student as Black are underrepresented (-10.9%) in the survey responses. All other racial/ethnic groups fell within +/-3%.

Disability

Autism: 19.36% (% of respondents- students self-reported by parents) - 13% (% of total enrollment of students with disabilities) = 6.84%

Deaf-blindness: 0.59% (% of respondents- students self-reported by parents) - 0.03% (% of total enrollment of students with disabilities) = 0.56%

Deafness (Hearing Impairment) 1.86% (% of respondents- students self-reported by parents) - 0.7% (% of total enrollment of students with disabilities) =

1.15%

Developmental Delay: 11.19% (% of respondents- students self-reported by parents) - 3% (% of total enrollment of students with disabilities) = 8.19%

Emotional Disturbance: 4.95% (% of respondents- students self-reported by parents) - 5% (% of total enrollment of students with disabilities) = 0.43%

Intellectual Disability: 5.56% (% of respondents- students self-reported by parents) - 6% (% of total enrollment of students with disabilities) = -0.74%

Multiple Disabilities: 7.14% (% of respondents- students self-reported by parents) - 4% (% of total enrollment of students with disabilities) = 2.93%

Orthopedic Impairment: 1.25% (% of respondents- students self-reported by parents) - 0.5% (% of total enrollment of students with disabilities) = 0.78%

Other Health Impairment: 8.28% (% of respondents- students self-reported by parents) - 19% (% of total enrollment of students with disabilities) = -10.71%

Specific Learning Disability: 22.44% (% of respondents- students self-reported by parents) - 34% (% of total enrollment of students with disabilities) = -11.80%

Speech and Language Impairment: 15.53% (% of respondents- students self-reported by parents) - 14% (% of total enrollment of students with disabilities) = 1.85%

Traumatic Brain Injury: 0.85% (% of respondents- students self-reported by parents) - 0.5% (% of total enrollment of students with disabilities) = 0.33%

Visual Impairment: 0.98% (% of respondents- students self-reported by parents) - 0.3% (% of total enrollment of students with disabilities) = 0.67%

Survey respondents who identified Other Health Impairments, and Specific Learning Disability as their student's primary disability are underrepresented (-10.71% and -11.80% respectively) in the survey responses. All other disability groups fell within +/-3%.

The demographics of the children for whom parents are responding are representative of the demographics of children receiving special education services. (yes/no)

NO

If no, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics

To address underrepresentation, the university researchers will persist in employing strategies to enhance the response rates from specific sub-populations of parents with students with disabilities. Initially, the survey team will continue evaluating the perspectives of the targeted sub-populations using the aforementioned mechanism. Additionally, the use of culture brokers will be consistently encouraged to promote the involvement of Black respondents. Cultural brokers, acting as intermediaries between schools and specific populations, have proven effective in various fields, such as healthcare and education, particularly in engaging Black students and their families. These individuals, often sharing similar identities with the communities they serve, can blend personal experiences with culturally appropriate methods and language to convey the benefits and importance of participating in the Special Education Family Survey. Notably, culture brokers' actions are known to lead to increased individual and peer advocacy. To access the video, please click: <https://ohiofamiliesengage.osu.edu/specialeducationfamilysurvey/>. Please use the password: 2024 to access the video. The research team at The Ohio State University have also translated the survey invitation into 5 different languages (Arabic, Nepali, Somali, Chinese, and Spanish). You can find these translated versions at here: <https://ohiofamiliesengage.osu.edu/specialeducationfamilysurvey/>. Please use the password: 2024 to access the files.

Furthermore, existing partnerships, specifically through the Parent Mentor Project and Ohio Statewide Family Engagement Center, have been leveraged for additional outreach efforts to the target populations. Parent Mentors, who have direct relationships with families receiving special education services, were engaged through presentations at their statewide conference to generate ideas and seek assistance for ongoing survey efforts. A similar approach was taken with the Ohio Statewide Family Engagement Center, where researchers presented results and sought their support for future data collection.

Finally, a Data-Driven Dialogue Protocol has been developed and disseminated for local use. This protocol aims to provide districts with tools to discuss and explore their individual reports. The intention is that increased leadership participation at the local level will contribute to a gradual rise in overall participation over time.

Describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.

In addition to the strategies outlined in the previous question, the research team at The Ohio State University presented data to the State Advisory Panel for Exceptional Children (SAPEC) Ohio and facilitated a discussion on data and action planning. SAPEC comprises a diverse group, including agency staff, individuals with disabilities, parents of children with disabilities, service providers, and administrators.

During this session, several suggestions were made to improve response rates including parents of students with Other Health Impairments and parents of students with Specific Learning Disability. These included:

1. Publishing the list of participating schools earlier: This would allow collaborators and SAPEC members to assist with outreach and communication efforts. This strategy has already been implemented as of this update. A list of current participating schools/LEAs can be found here: <https://parentmentor.osu.edu/special-education-family-survey-indicator-8-cohort-6-information/>.

2. Increasing visibility from the Ohio Department of Education and Workforce (The Department): Providing clearer messaging about the purpose of the survey and how the results are utilized to encourage participation.

3. Collaborative continuous improvement planning with SEA and other interested parties: Reevaluating methodologies following the completion of the first APR package to determine the best and most cost-effective strategies for addressing underrepresentation over the next six years.

These strategies will be implemented to enhance outreach efforts and engagement, particularly among underrepresented groups.

Describe the analysis of the response rate including any nonresponse bias that was identified, and the steps taken to reduce any identified bias and promote response from a broad cross section of parents of children with disabilities.

To examine how survey outcomes differ across subgroups, specifically race and disability, the university survey team conducted statistical tests using the IDEA Data Center's Nonresponse Bias Analysis Application (NBRA). The datasets used in the analysis included parent-reported information on

several variables including their child's age, school, race, and type of disability.

The team compared the survey data with student data provided by the Ohio Department of Education and Workforce (ODEW). First, they examined the representation of the subgroups across race and disability by comparing percentages in the survey data to the student data for Cohort 5 (herein referred to as the target population). A t-test was then conducted to examine whether the differences in percentages was significant.

The results of the t-test were statistically significant ($p < .05$) for Black (non-Hispanic). These significant results indicate that Black, non-Hispanic respondents are systematically underrepresented. Black (non-Hispanic) were 8.6% of respondents compared to 20% of the target population (a difference of 11.4 percentage points). A Chi-squared goodness-of-fit test for race was also conducted which suggests that the percentages of the racial categories among survey respondents systematically differs from that of the target population, $\chi^2(1.56, N=6638) = 4206.26, p < 0.05$.

The results of the t-test across disability types suggest some systematic differences in percentages, $p < .05$ underrepresentation for Other Health Impairment and Specific Learning Disabilities. A Chi-squared goodness-of-fit test for disability suggests that the percentages of the disability subgroup categories among survey respondents systematically differs from that of the target population, $\chi^2(2.03, N=6527) = 7158.78, p < 0.05$.

The systematic underrepresentation for Black (non-Hispanic), Other Health Impairment, and Specific Learning Disabilities suggest the potential for nonresponse bias. To explore this further, the team examined whether these differences in underrepresentation were evident in parental agreement with Indicator 8 across race and disability.

The test of whether parental agreement differs among student racial subgroups was statistically significant, $p < .05$ based on a Chi-squared test of independence. This suggests that the observed differences in parental agreement (percentages) across racial groups, is likely due to significant differences among one or more of the subgroups. A closer examination of the percentages revealed that parental agreement ranges from 79.4% for Hispanic/Latinx to 90.9% for Asians. Black (non-Hispanic) who are underrepresented in the data are less likely to agree (82%) compared to other racial groups. However, the percentage of agreement did not differ much from the average agreement (84%) across all racial groups.

For student disability, the test of whether parental agreement differs among subgroups was statistically significant ($p < .01$) based on a Chi-squared test of independence. The percentage of parental agreement ranged from 79.8% for Multiple Disabilities (other than Deaf-Blind) to 90.1% for students with Speech and Language Impairments and Deaf-Blindness. The results suggest that parents of students with Other Health Impairment (80.7%) and Specific Learning Disabilities (82.3%) are less likely to agree compared to other parents (average percentage of agreement across disabilities is 85.5%). This suggests the potential presence of non-response bias in the data with respect to disability. Strategies to remove this bias have been outlined in the previous sections.

Sampling Question	Yes / No
Was sampling used?	NO

Survey Question	Yes / No
Was a survey used?	YES
If yes, is it a new or revised survey?	NO
If yes, provide a copy of the survey.	

Provide additional information about this indicator (optional)

8 - Prior FFY Required Actions

In the FFY 2023 SPP/APR, the State must report whether the FFY 2023 data are from a response group that is representative of the demographics of children receiving special education services, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the response data are representative of the demographics of children receiving special education services.

Response to actions required in FFY 2022 SPP/APR

See responses to the "Include the State's analyses of the extent to which the demographics of the children for whom parents responded are representative of the demographics of children receiving special education services", "If no, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics", "Describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented", and "Describe the analysis of the response rate including any nonresponse bias that was identified, and the steps taken to reduce any identified bias and promote response from a broad cross section of parents of children with disabilities" prompts above.

8 - OSEP Response

8 - Required Actions

In the FFY 2024 SPP/APR, the State must report whether the FFY 2024 data are from a response group that is representative of the demographics of children receiving special education services, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the response data are representative of the demographics of children receiving special education services.

Indicator 9: Disproportionate Representation

Instructions and Measurement

Monitoring Priority: Disproportionality

Compliance indicator: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Data Source

State’s analysis, based on State’s Child Count data collected under IDEA section 618, to determine if the disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification.

Measurement

Percent = [(# of districts, that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State’s definition of “disproportionate representation.” Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Based on its review of the 618 data for the reporting year, describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum n and/or cell size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2023 reporting period (i.e., after June 30, 2024).

Instructions

Provide racial/ethnic disproportionality data for all children aged 5 who are enrolled in kindergarten and aged 6 through 21 served under IDEA, aggregated across all disability categories. Provide the actual numbers used in the calculation.

States are not required to report on underrepresentation.

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, districts that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of districts totally excluded from the calculation as a result of this requirement because the district did not meet the minimum n and/or cell size for any racial/ethnic group.

Consider using multiple methods in calculating disproportionate representation of racial and ethnic groups to reduce the risk of overlooking potential problems. Describe the method(s) used to calculate disproportionate representation.

Provide the number of districts that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups identified with disproportionate representation of racial and ethnic groups in special education and related services and the number of those districts identified with disproportionate representation that is the result of inappropriate identification.

Targets must be 0%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State’s issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

9 - Indicator Data

Not Applicable

Select yes if this indicator is not applicable.

NO

Historical Data

Baseline Year	Baseline Data
2023	0.00%

FFY	2018	2019	2020	2021	2022
Target	0%	0%	0%	0%	0%
Data	0.23%	0.83%	0.48%	0.72%	0.12%

Targets

FFY	2023	2024	2025
Target	0%	0%	0%

FFY 2023 SPP/APR Data

Has the state established a minimum n and/or cell size requirement? (yes/no)

YES

If yes, the State may only include, in both the numerator and the denominator, districts that met the State-established n and/or cell size. Report the number of districts excluded from the calculation as a result of the requirement.

117

Number of districts with disproportionate representation of racial/ethnic groups in special education and related services	Number of districts with disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification	Number of districts that met the State's minimum n and/or cell size	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
15	8	857	0.12%	0%	0.93%	N/A	N/A

Were all races and ethnicities included in the review?

YES

Define "disproportionate representation." Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Calculation method: Ohio has aligned the methodology for disproportionate representation to significant disproportionality to the extent possible and calculates disproportionate representation using a risk ratio. Steps to calculate the risk ratio include:

(1) Calculate the LEA-level risk for students with disabilities in the racial/ethnic group being assessed. The full-time equivalent (FTE) of students with disabilities in a racial/ethnic group being assessed divided by the FTE of students within the racial/ethnic group being assessed, multiplied by 100, equals the LEA risk for students with disabilities in the racial/ethnic group being assessed.

(2) Calculate the LEA-level risk for students with disabilities in all other racial/ethnic groups. The FTE of students with disabilities in all other racial/ethnic groups divided by the FTE of students within all other racial/ethnic groups, multiplied by 100, equals the LEA-level risk for students with disabilities in all other racial/ethnic groups.

(3) Calculate the risk ratio. The LEA-level risk for students with disabilities in the racial/ethnic group being assessed (result of number 1 above) divided by the LEA-level risk for students with disabilities in all other racial/ethnic groups (result of number 2 above) equals the risk ratio.

(4) Compare each LEA's risk ratio for each of the seven race/ethnic groups to the state threshold.

Threshold: Ohio's risk ratio threshold is 2.50. This means that LEAs will be identified with disproportionate representation when students in a specific racial/ethnic group are more than two and a half times as likely as their peers to be identified for special education for two consecutive years. A risk ratio of 1.00 means that students with disabilities within a racial/ethnic group are no more or less likely to be identified with disabilities than students of all other races.

Minimum Cell Size: Ohio uses a minimum cell size of 10. This means that for an LEA to be included in the analyses for Indicator 9, there must be:

- At least 10 children with disabilities within the racial/ethnic group; and
- At least 10 children with disabilities in all other racial/ethnic groups either in the district (regular risk ratio) or the state (alternate risk ratio).

Minimum N-Size: Ohio uses a minimum n-size of 30. This means that for an LEA to be included in the analyses for Indicator 9, there must be:

- At least 30 children within the racial/ethnic group; and
- At least 30 children in all other racial/ethnic groups either in the district (regular risk ratio) or the state (alternate risk ratio).

Alternate Risk Ratio: If the minimum cell and n sizes for the comparison group are not met, an alternate risk ratio is calculated that compares the LEA to the state.

Multiple Years of Data: Ohio uses two years of data to define "disproportionate representation." An LEA must have a risk ratio that exceeds 2.50 for two consecutive years to have disproportionate representation as defined by Ohio.

Describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification.

The state uses the following process to determine if disproportionate representation is a result of inappropriate identification: (1) The state notifies LEAs of disproportionate representation for students with disabilities in a racial/ethnic group, based on their risk ratios over the most recent two years. (2) LEAs complete analyses of their policies, procedures, and practices relating to child find, evaluation, and eligibility requirements for students with disabilities and submit the results to the state, along with a sample of records for students in the identified racial/ethnic group. (3) The state evaluates the indicator analyses and student records submitted by the LEAs, then determines the number of LEAs with disproportionate representation that is the result of inappropriate identification. (4) If inappropriate identification is determined, each LEA must: (a) Correct individual student records determined to be noncompliant; (b) Revise their noncompliant policies, procedures, and practices through training and revision of appropriate forms; (c) Demonstrate that they are correctly implementing the specific regulatory requirements through a review of state-selected student records from a subsequent reporting period.

Provide additional information about this indicator (optional)

FFY23 marks a new baseline for Indicator 9. Beginning with the 2023-2024 school year, Ohio considers two years of data. Previously, Ohio considered three years of data for Indicator 9.

Ohio engaged stakeholders on methodology for Indicator 9 in fall of 2024. To facilitate this process, state staff developed fact books and feedback forms for each indicator on which the state was seeking public comment, including Indicators 1, 2, 4a, 4b, 9, and 10. The state held an initial public comment period in August 2024, a series of three virtual stakeholder group meetings between August and September 2024, presented to the State Advisory Panel for Exceptional Children (SAPEC) in September 2024, and then a second public comment period and open office hour between September and October 2024. For each of the two public comment periods, the IDEA data team partnered with Communications and the Office for Exceptional Children to provide several reminders of public comment via multiple modes, including one direct email to the 11 largest urban LEAs in the state, three articles in EdConnection (the state's newsletter to LEAs), and two articles in the weekly state support team newsletter. Stakeholders who participated in the first public comment period were invited to take part in the series of virtual stakeholder meetings. Fact books and feedback forms were posted to Ohio's Special Education Methodology Updates and Target Setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>) and were referred to throughout the stakeholder engagement.

First Public Comment Period

Feedback forms were available for public comment from August 5-23, 2024. The first public comment period resulted in a total of 139 comments from 45 individuals across all six indicators. Twenty-one (46.7 percent) of these commenters were individuals who self-identified as parents of children with disabilities, while seven (15.5 percent) were individuals with a disability.

Virtual Stakeholder Meetings

The state held three two-hour virtual stakeholder meetings in August and September 2024 to review public comment and recommend final methodology and targets for each indicator. Indicators were divided into three groups based on like measures, as follows: Exiting (Indicators 1 and 2), Significant Discipline Discrepancy (Indicators 4a and 4b), and Disproportionate Representation (Indicators 9 and 10). One hundred and one stakeholders were invited to participate in the virtual stakeholder group. Forty-one (40.6 percent) individuals participated in the virtual stakeholder meetings, 10 (24.4 percent) of which self-identified as parents. Four (9.7 percent) participating stakeholders self-identified as an individual with a disability. Each indicator group was facilitated by programmatic experts from various offices within the state. Participants were divided into indicator groups based on their individual preferences.

Second Public Comment

Feedback forms were available for a second public comment period from September 17 to October 4, 2024. The second public comment period resulted in a total of 75 comments from 26 individuals across all six indicators. Twelve (46 percent) of these commenters were individuals who self-identified as parents of children with disabilities, while seven (26.9 percent) were individuals with a disability. Twenty-three (88 percent) of these 26 individuals did not participate in the first public comment period or the virtual stakeholder group, one (4 percent) participated in both, one (4 percent) participated in public comment but not the virtual stakeholder group, and one (4 percent) participated in the virtual stakeholder group but not public comment.

Stakeholder Feedback on Indicators 9 and 10

More than half (55 percent) of stakeholders recommended considering two years of data for Indicators 9 and 10. Stakeholders in favor of using two years of data noted more than two years should not be necessary before addressing disproportionate representation. Stakeholders appreciated the option to use these indicators as an early warning system for significant disproportionality. Stakeholders who opposed using two years of data in favor of using three years noted it is necessary to gather as much data as possible to identify trends. Stakeholders also focused on the need to educate staff on comprehensive evaluations and address staff mindset. Few stakeholders noted their belief in meritocracy suggesting race is not an issue, while others shared a preference for lowering the risk ratio threshold and for having consistent methodology across indicators where possible. Others mentioned continued challenges with staff shortages with student engagement.

Final methodology is reported in the indicator fact book on Ohio's Special Education Methodology Updates and Target Setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>).

Correction of Findings of Noncompliance Identified in FFY 2022

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
1	1	0	0

FFY 2022 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

The state notified the LEA of disproportionate representation via the Special Education Profile in February 2024. Within their profile, the LEA was provided specific instructions and materials to address the disproportionate representation. The LEA was required to complete an indicator analysis, which is a set of guided questions facilitated by the state support team, and an improvement plan. Both documents were submitted to the state for review and approval. As part of the indicator analysis, the LEA reviewed policies, practices, and procedures, and revised as necessary, and trained staff on activities to determine root cause(s) of disproportionate representation. The indicator analysis helped the LEA identify targeted training needs and gaps in practice, which became activities for the improvement plan. Through the improvement plan, the LEA was required to demonstrate completion of improvement plan activities and submitted additional records to demonstrate systemic correction and improvement. Supports and monitoring staff in the Office for Exceptional Children (OEC) monitored and approved all steps in the review process. These staff reviewed student records, reviewed and approved indicator analyses and improvement plans, confirmed that student evaluations demonstrated evidence that all areas related to the suspected disability were addressed per IDEA, reviewed evidence submitted to support systemic improvement and completion of all improvement plan activities, and provided clearance once the LEA had satisfied all required actions. State Support Teams provided training to LEA staff on appropriate identification and comprehensive evaluation processes. State Support Teams provided training to LEA staff on awareness and strategies in identifying alignment to IDEA disability category descriptions and requirements. Related policies, practices, and procedures were reviewed and revised by LEAs as part of monitoring required actions. The LEA provided evidence of staff training regarding disproportionate representation in identification for special education, to include evidence that updated policies, practices, and procedures were shared with appropriate staff. OEC staff reviewed subsequently completed evaluations that were not the cause of the original finding of noncompliance for OEC review. Through these activities and subsequent record reviews, the state was able to verify that the LEA demonstrated compliance with implementation of regulatory requirements consistent with QA23-01.

Describe how the State verified that each individual case of noncompliance was corrected

Upon notification of disproportionate representation, the LEA was required to submit to the state five records for each racial/ethnic category in which they had disproportionate representation. The state uses record review tools for each disability category based on compliance requirements and the IDEA definition of the disability category. The review team utilized the tools to track and communicate noncompliance in the submitted records. Each tool correlated to an individual student evaluation. This tool was provided to the LEA and served as guidance for individual corrections. Individual evaluations found to be noncompliant by state employees during the record investigation were required to be corrected by the LEA by the established due date. State staff reviewed each of the submitted individual corrections to ensure that areas of noncompliance were addressed. One LEA demonstrated noncompliance due to inappropriate identification for special education because the evaluation did not demonstrate evidence

that the ETR addressed all areas related to the suspected disability per IDEA. This LEA was required to individually correct the noncompliant record and submit the reevaluation to OEC staff for review. State Support Teams provided training to LEA staff on appropriate identification and comprehensive evaluation processes and on awareness and strategies in identifying alignment to IDEA disability category descriptions and requirements. The state reviewed the individual case with a previously noncompliant evaluation and verified correction by the LEA of child-specific noncompliance.

Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

9 - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2022 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. The State must demonstrate, in the FFY 2023 SPP/APR, that the district identified in FFY 2022 with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification is in compliance with the requirements in 34 C.F.R. §§ 300.111, 300.201, and 300.301 through 300.311, including that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance (greater than 0% actual target data for this indicator), provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

Response to actions required in FFY 2022 SPP/APR

See above responses to prompts in the, "FFY 2022 Findings of Noncompliance Verified as Corrected," section.

9 - OSEP Response

The State has revised the baseline for this indicator, using data from FFY 2023, and OSEP accepts that revision.

9 - Required Actions

Because the State reported less than 100% compliance for FFY 2023 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance identified in FFY 2023 for this indicator. The State must demonstrate, in the FFY 2024 SPP/APR, that the eight districts identified in FFY 2023 with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification are in compliance with the requirements in 34 C.F.R. §§ 300.111, 300.201, and 300.301 through 300.311, including that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of district and no outstanding corrective action exists under a State complaint or due process hearing decision for the child., consistent with OSEP QA 23-01. In the FFY 2024 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2023, although its FFY 2023 data reflect less than 100% compliance (greater than 0% actual target data for this indicator), provide an explanation of why the State did not identify any findings of noncompliance in FFY 2023. If the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding, the explanation must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

Indicator 10: Disproportionate Representation in Specific Disability Categories

Instructions and Measurement

Monitoring Priority: Disproportionality

Compliance indicator: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
(20 U.S.C. 1416(a)(3)(C))

Data Source

State’s analysis, based on State’s Child Count data collected under IDEA section 618, to determine if the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification.

Measurement

Percent = [(# of districts, that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State’s definition of “disproportionate representation”. Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Based on its review of the section 618 data for the reporting year, describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a), (e.g., using monitoring data; reviewing policies, practices and procedures). In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum n and/or cell size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2023 reporting period (i.e., after June 30, 2024).

Instructions

Provide racial/ethnic disproportionality data for all children aged 5 who are enrolled in kindergarten and aged 6 through 21 served under IDEA. Provide these data at a minimum for children in the following six disability categories: intellectual disability, specific learning disabilities, emotional disturbance, speech or language impairments, other health impairments, and autism. If a State has identified disproportionate representation of racial and ethnic groups in specific disability categories other than these six disability categories, the State must include these data and report on whether the State determined that the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification. Provide the actual numbers used in the calculation.

States are not required to report on underrepresentation.

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, districts that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of districts totally excluded from the calculation as a result of this requirement because the district did not meet the minimum n and/or cell size for any racial/ethnic group.

Consider using multiple methods in calculating disproportionate representation of racial and ethnic groups to reduce the risk of overlooking potential problems. Describe the method(s) used to calculate disproportionate representation.

Provide the number of districts that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups identified with disproportionate representation of racial and ethnic groups in specific disability categories and the number of those districts identified with disproportionate representation that is the result of inappropriate identification.

Targets must be 0%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State’s issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

10 - Indicator Data

Not Applicable

Select yes if this indicator is not applicable.

NO

Historical Data

Baseline Year	Baseline Data
2023	0.00%

FFY	2018	2019	2020	2021	2022
Target	0%	0%	0%	0%	0%

Data	0.95%	8.24%	5.92%	5.73%	4.70%
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Targets

FFY	2023	2024	2025
Target	0%	0%	0%

FFY 2023 SPP/APR Data

Has the state established a minimum n and/or cell size requirement? (yes/no)

YES

If yes, the State may only include, in both the numerator and the denominator, districts that met the State-established n and/or cell size.

Report the number of districts excluded from the calculation as a result of the requirement.

217

Number of districts with disproportionate representation of racial/ethnic groups in specific disability categories	Number of districts with disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification	Number of districts that met the State's minimum n and/or cell size	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
88	48	757	4.70%	0%	6.34%	N/A	N/A

Were all races and ethnicities included in the review?

YES

Define “disproportionate representation”. Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Calculation method: Ohio has aligned the methodology for disproportionate representation to significant disproportionality to the extent possible and calculates disproportionate representation using a risk ratio. Steps to calculate the risk ratio include:

- (1) Calculate the LEA-level risk for students in the racial group and disability category being assessed. The full-time equivalent (FTE) of students in a racial/ethnic group and disability category being assessed divided by the FTE of students with disabilities within the racial/ethnic group being assessed, multiplied by 100, equals the LEA risk for students in the racial/ethnic group and disability category being assessed.
- (2) Calculate the LEA-level risk for students within the disability category being assessed in all other racial/ethnic groups. The FTE of students within the disability category being assessed in all other racial/ethnic groups divided by the FTE of students with disabilities within all other racial/ethnic groups, multiplied by 100, equals the LEA-level risk for students within the disability category being assessed in all other racial/ethnic groups.
- (3) Calculate the risk ratio. The LEA-level risk for students in the racial/ethnic group and disability category being assessed divided by the LEA-level risk for students within the disability category in all other racial/ethnic groups equals the risk ratio.
- (4) Compare each LEA's risk ratio for each of the seven race/ethnic groups to the state threshold.

Threshold: Ohio's risk ratio threshold is 2.50. This means that LEAs will be identified with disproportionate representation when students in a specific racial/ethnic group are more than two and a half times as likely as their peers to be identified for special education for two consecutive years. A risk ratio of 1.00 means that students with disabilities within a racial/ethnic group are no more or less likely to be identified with disabilities than students of all other races.

Minimum Cell Size: Ohio uses a minimum cell size of 10. This means that for an LEA to be included in the analyses for Indicator 10, there must be:

- At least 10 children with the specific disability within the racial/ethnic group; and
- At least 10 children with the specific disability in all other racial/ethnic groups either in the district (regular risk ratio) or the state (alternate risk ratio).

Minimum N-Size: Ohio uses a minimum n-size of 30. This means that for an LEA to be included in the analyses for Indicator 10, there must be:

- At least 30 children with disabilities within the racial/ethnic group; and
- At least 30 children with disabilities in all other racial/ethnic groups either in the district (regular risk ratio) or the state (alternate risk ratio).

Alternate Risk Ratio: If the minimum cell and n sizes for the comparison group are not met, an alternate risk ratio is calculated that compares the LEA to the state.

Multiple Years of Data: Ohio uses two years of data to define “disproportionate representation.” An LEA must have a risk ratio that exceeds 2.50 for the same racial/ethnic group for two consecutive years to have disproportionate representation as defined by Ohio.

Describe how the State made its annual determination as to whether the disproportionate overrepresentation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification.

The state uses the following process to determine if disproportionate representation is a result of inappropriate identification: (1) The state notifies LEAs of disproportionate representation for students with disabilities in a racial/ethnic group, based on their risk ratios over the most recent two years. (2) LEAs complete analyses of their policies, procedures, and practices relating to child find, evaluation, and eligibility requirements for students with disabilities and submit the results to the state, along with a sample of records for students in the identified racial/ethnic group. (3) The state evaluates the indicator analyses and student records submitted by the LEAs, then determines the number of LEAs with disproportionate representation that is the

result of inappropriate identification. (4) If inappropriate identification is determined, each LEA must: (a) Correct individual student records determined to be noncompliant; (b) Revise their noncompliant policies, procedures, and practices through training and revision of appropriate forms; (c) Demonstrate that they are correctly implementing the specific regulatory requirements through a review of state-selected student records from a subsequent reporting period.

Provide additional information about this indicator (optional)

FFY23 marks a new baseline for Indicator 10. Beginning with the 2023-2024 school year, Ohio considers two years of data. Previously, Ohio considered three years of data for Indicator 10.

Ohio engaged stakeholders on methodology for Indicator 10 in fall of 2024. To facilitate this process, state staff developed fact books and feedback forms for each indicator on which the state was seeking public comment, including Indicators 1, 2, 4a, 4b, 9, and 10. The state held an initial public comment period in August 2024, a series of three virtual stakeholder group meetings between August and September 2024, presented to the State Advisory Panel for Exceptional Children (SAPEC) in September 2024, and then a second public comment period and open office hour between September and October 2024. For each of the two public comment periods, the IDEA data team partnered with Communications and the Office for Exceptional Children to provide several reminders of public comment via multiple modes, including one direct email to the 11 largest urban LEAs in the state, three articles in EdConnection (the state's newsletter to LEAs), and two articles in the weekly state support team newsletter. Stakeholders who participated in the first public comment period were invited to take part in the series of virtual stakeholder meetings. Fact books and feedback forms were posted to Ohio's Special Education Methodology Updates and Target Setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>) and were referred to throughout the stakeholder engagement.

First Public Comment Period

Feedback forms were available for public comment from August 5-23, 2024. The first public comment period resulted in a total of 139 comments from 45 individuals across all six indicators. Twenty-one (46.7 percent) of these commenters were individuals who self-identified as parents of children with disabilities, while seven (15.5 percent) were individuals with a disability.

Virtual Stakeholder Meetings

The state held three two-hour virtual stakeholder meetings in August and September 2024 to review public comment and recommend final methodology and targets for each indicator. Indicators were divided into three groups based on like measures, as follows: Exiting (Indicators 1 and 2), Significant Discipline Discrepancy (Indicators 4a and 4b), and Disproportionate Representation (Indicators 9 and 10). One hundred and one stakeholders were invited to participate in the virtual stakeholder group. Forty-one (40.6 percent) individuals participated in the virtual stakeholder meetings, 10 (24.4 percent) of which self-identified as parents. Four (9.7 percent) participating stakeholders self-identified as an individual with a disability. Each indicator group was facilitated by programmatic experts from various offices within the state. Participants were divided into indicator groups based on their individual preferences.

Second Public Comment

Feedback forms were available for a second public comment period from September 17 to October 4, 2024. The second public comment period resulted in a total of 75 comments from 26 individuals across all six indicators. Twelve (46 percent) of these commenters were individuals who self-identified as parents of children with disabilities, while seven (26.9 percent) were individuals with a disability. Twenty-three (88 percent) of these 26 individuals did not participate in the first public comment period or the virtual stakeholder group, one (4 percent) participated in both, one (4 percent) participated in public comment but not the virtual stakeholder group, and one (4 percent) participated in the virtual stakeholder group but not public comment.

Stakeholder Feedback on Indicators 9 and 10

More than half (55 percent) of stakeholders recommended considering two years of data for Indicators 9 and 10.

Stakeholders in favor of using two years of data noted more than two years should not be necessary before addressing disproportionate representation.

Stakeholders appreciated the option to use these indicators as an early warning system for significant disproportionality.

Stakeholders who opposed using two years of data in favor of using three years noted it is necessary to gather as much data as possible to identify trends. Stakeholders also focused on the need to educate staff on comprehensive evaluations and address staff mindset.

Few stakeholders noted their belief in meritocracy suggesting race is not an issue, while others shared a preference for lowering the risk ratio threshold and for having consistent methodology across indicators where possible. Others mentioned continued challenges with staff shortages with student engagement.

Final methodology is reported in the indicator fact book on Ohio's Special Education Methodology Updates and Target Setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>).

Correction of Findings of Noncompliance Identified in FFY 2022

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
35	33	0	2

FFY 2022 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

The state notified LEAs of disproportionate representation via the Special Education Profile in February 2024. Within their profile, LEAs were provided specific instructions and materials to address the disproportionate representation. Each of the LEAs with disproportionate representation was required to complete an indicator analysis, which is a set of guided questions facilitated by the state support team, and an improvement plan. Both documents were submitted to the state for review and approval. As part of the indicator analysis, LEAs reviewed policies, practices, and procedures, and revised as necessary, and trained staff on activities to determine root cause(s) of disproportionate representation. The indicator analysis helped LEAs identify targeted training needs and gaps in practice, which became activities for the improvement plan. Through the improvement plan, LEAs were required to demonstrate completion of improvement plan activities and submitted additional records to demonstrate systemic correction and improvement. Supports and monitoring staff in the Office for Exceptional Children (OEC) monitored and approved all steps in the review process. These staff reviewed student records, reviewed and approved indicator analyses and improvement plans, confirmed that student evaluations demonstrated evidence that all areas related to the suspected disability were addressed per IDEA, reviewed evidence submitted to support systemic improvement and completion of all improvement plan activities, and provided clearance once the LEA had satisfied all required actions.

State Support Teams provided training to LEA staff on appropriate identification and comprehensive evaluation processes. State Support Teams provided training to LEA staff on awareness and strategies in identifying alignment to IDEA disability category descriptions and requirements. Related policies, practices, and procedures were reviewed and revised by LEAs as part of monitoring required actions.

The LEAs provided evidence of staff training regarding disproportionate representation in identification for special education, to include evidence that updated policies, practices, and procedures were shared with appropriate staff. OEC staff reviewed subsequently completed evaluations that were not the cause of the original finding of noncompliance for OEC review. Through these activities and subsequent record reviews, the state was able to verify that the 35 LEAs demonstrated compliance with implementation of regulatory requirements consistent with QA23-01.

Describe how the State verified that each individual case of noncompliance was corrected

Upon notification of disproportionate representation, the LEAs were required to submit to the state five records for each of the racial/ethnic category in which they had disproportionate representation. The state uses record review tools for each disability category based on compliance requirements and the IDEA definition of the disability category. The review team utilized the tools to track and communicate noncompliance in the submitted records. Each tool correlated to an individual student evaluation. This tool was provided to the LEA and served as guidance for individual corrections. Individual evaluations found to be noncompliant by state employees during the record investigation were required to be corrected by the LEA by the established due date. State staff reviewed each of the submitted individual corrections to ensure that areas of noncompliance were addressed. Thirty-five LEAs demonstrated a noncompliant evaluation process and did not properly identify students. These LEAs were required to individually correct the noncompliant records and submit the reevaluations to OEC staff for review. State Support Teams provided training to LEA staff on appropriate identification and comprehensive evaluation processes and on awareness and strategies in identifying alignment to IDEA disability category descriptions and requirements.

The state reviewed the individual cases with previously noncompliant evaluations and verified correction by 33 LEAs of child-specific noncompliance. Two LEAs were unable to demonstrate systemic improvement and did not receive Indicator 10 clearance for one or more of the following reasons.

FFY 2022 Findings of Noncompliance Not Yet Verified as Corrected

Actions taken if noncompliance not corrected

Both LEAs received a Needs Intervention on the 2024 Special Education Rating and have continued required actions in the 2024-2025 Special Education Profile issued January 2025. One LEA is currently involved in an IDEA onsite review with OEC's Supports and Monitoring team. The other LEA has been referred to and will be scheduled with OEC for an IDEA onsite review with OEC's Supports and Monitoring team.

Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
FFY 2021	1	0	1

FFY 2021

Findings of Noncompliance Not Yet Verified as Corrected

Actions taken if noncompliance not corrected

OEC's Supports and Monitoring Team conducted onsite review activities on December 10 and 11, 2024. Prior to the onsite, the team reviewed 16 student records for compliance. The onsite review activities included interviews with administrators, teachers, paraprofessionals, and related services providers. Additionally, the team conducted IEP verifications to ensure IEP services were being implemented as written. The LEA will be provided with a summary report of all findings from the onsite as well as record reviews on February 24, 2025. The LEA will then have 60 school days to correct all individual records reviewed. The team will then verify correction of the individual records. Additionally, the LEA will be required to complete activities addressed in the corrective action plan which will include trainings on special education processes along with updating the LEA's special education written procedures and practices. The team will verify through evidence submitted that the LEA has completed all corrective action plan activities and will review a new sample of records to ensure the LEA is correctly implementing IDEA.

10 - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2022 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. The State must demonstrate, in the FFY 2023 SPP/APR, that the 35 districts identified in FFY 2022 with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification are in compliance with the requirements in 34 C.F.R. §§ 300.111, 300.201, and 300.301 through 300.311. If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance (greater than 0% actual target data for this indicator), provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

Further, the State must demonstrate, in the FFY 2023 SPP/APR, that the remaining one (1) district identified in FFY 2021 with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification, are in compliance with the requirements in 34 C.F.R. §§ 300.111, 300.201, and 300.301 through 300.311. In demonstrating the correction of the noncompliance identified in FFY 2021, the State must report, in the FFY 2023 SPP/APR, that the State verified that each district with noncompliance identified in FFY 2022 and the district with remaining noncompliance identified in FFY 2021: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

Response to actions required in FFY 2022 SPP/APR

See above responses to prompts in the, "FFY 2022 Findings of Noncompliance Verified as Corrected," and "Correction of Findings of Noncompliance Identified Prior to FFY 2022," sections.

10 - OSEP Response

The State has revised the baseline for this indicator, using data from FFY 2023, and OSEP accepts that revision.

10 - Required Actions

Because the State reported less than 100% compliance for FFY 2023 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance identified in FFY 2023 for this indicator. The State must demonstrate, in the FFY 2024 SPP/APR, that the 48

districts identified in FFY 2023 with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification are in compliance with the requirements in 34 C.F.R. §§ 300.111, 300.201, and 300.301 through 300.311. If the State did not identify any findings of noncompliance in FFY 2023, although its FFY 2023 data reflect less than 100% compliance (greater than 0% actual target data for this indicator), provide an explanation of why the State did not identify any findings of noncompliance in FFY 2023. If the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding, the explanation must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements. Further, the State must demonstrate, in the FFY 2024 SPP/APR, that the remaining two districts identified in FFY 2022 and one district identified in FFY 2021 with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification, are in compliance with the requirements in 34 C.F.R. §§ 300.111, 300.201, and 300.301 through 300.311. In demonstrating the correction of the noncompliance identified in FFY 2022 and FFY 2021, the State must report, in the FFY 2024 SPP/APR, that the State verified that each district with noncompliance identified in FFY 2023 and each district with remaining noncompliance identified in FFY 2022 and FFY 2021: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP QA 23-01. In the FFY 2024 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

Indicator 11: Child Find

Instructions and Measurement

Monitoring Priority: Effective General Supervision Part B / Child Find

Compliance indicator: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

Data Source

Data to be taken from State monitoring or State data system and must be based on actual, not an average, number of days. Indicate if the State has established a timeline and, if so, what is the State's timeline for initial evaluations.

Measurement

a. # of children for whom parental consent to evaluate was received.

b. # of children whose evaluations were completed within 60 days (or State-established timeline).

Account for children included in (a), but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

Instructions

If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Note that under 34 CFR §300.301(d), the timeframe set for initial evaluation does not apply to a public agency if: (1) the parent of a child repeatedly fails or refuses to produce the child for the evaluation; or (2) a child enrolls in a school of another public agency after the timeframe for initial evaluations has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability. States should not report these exceptions in either the numerator (b) or denominator (a). If the State-established timeframe provides for exceptions through State regulation or policy, describe cases falling within those exceptions and include in b.

Targets must be 100%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

11 - Indicator Data

Historical Data

Baseline Year	Baseline Data
2023	99.08%

FFY	2018	2019	2020	2021	2022
Target	100%	100%	100%	100%	100%
Data	99.30%	98.51%	99.24%	99.20%	99.46%

Targets

FFY	2023	2024	2025
Target	100%	100%	100%

FFY 2023 SPP/APR Data

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
29,553	29,282	99.46%	100%	99.08%	N/A	N/A

Number of children included in (a) but not included in (b)

271

Account for children included in (a) but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

There were a total of 271 records ranging from 61 to 232 days late for completing a timely initial evaluation within 60 days. LEAs' reported reasons for noncompliance include:

- Not applicable or no identified reason (119 late records ranging from 61 to 210 days late);
- Staff not available during the school year (23 late records ranging from 61 to 232 days late); and
- Scheduling conflicts with family (15 late records ranging from 61 to 142 days late).

Additionally, there were 114 students that had parental consent but for whom an initial evaluation date was not reported.

Indicate the evaluation timeline used:

The State used the 60 day timeframe within which the evaluation must be conducted

What is the source of the data provided for this indicator?

State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.

Indicator 11 data are collected through the Education Management Information System (EMIS), a statewide data collection system for Ohio's primary and secondary education that provides staff, student, district/building, demographic, financial, and test data. LEAs provide the dates of each step of the child find process, including the date of consent for an initial evaluation, the date of the initial evaluation, the disability category reported as an outcome of the evaluation, and any reason for noncompliance with timelines. Data for FFY 2023 represent the year-end 2023-24 data reported by all LEAs serving students with disabilities.

Provide additional information about this indicator (optional)

Ohio identified 153 LEAs with percentages below 100 percent for the 2023-24 school year and is currently reviewing each of these LEAs for noncompliance. FFY2023 marks a new baseline for Indicator 11. Beginning with data from the 2023-24 school year, the state has revised the data collection process, which makes the data for FFY 2023 no longer comparable to prior years' data. The baseline was reset due to expanding the data elements included in the analysis. This resulted in a greater number of records that were noncompliant for FFY2023 compared to prior years. The state reported Indicator 11 findings of noncompliance to LEAs in January 2025 and will report on compliance status of these LEAs in the FFY2024 report.

Correction of Findings of Noncompliance Identified in FFY 2022

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
106	103	0	3

FFY 2022 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

The state issued written findings of noncompliance to 106 LEAs via the Special Education Profile in December 2023. Within their profile, LEAs were provided specific instructions and materials to address noncompliance to the indicator. Each of the 106 LEAs with an Indicator 11 finding in FFY2022 was required to complete an indicator analysis, which is a set of guided questions facilitated by the state support team, and an improvement plan. Both documents were submitted to the state for review and approval. As part of the indicator analysis, LEAs reviewed policies, practices, and procedures, and revised as necessary, and trained staff on activities to determine root cause(s) of noncompliance. The indicator analysis helped LEAs identify targeted training needs and gaps in practice, which became activities for the improvement plan. Through the improvement plan, LEAs were required to demonstrate completion of improvement plan activities and submitted additional records to demonstrate systemic correction and improvement. Supports and monitoring staff in the Office for Exceptional Children (OEC) monitored and approved all steps in the review process. These staff reviewed student records, reviewed and approved indicator analyses and improvement plans, confirmed that an initial evaluation had been completed for each individual case of noncompliance, reviewed evidence submitted to support systemic improvement and completion of all improvement plan activities, and provided clearance once the LEA had satisfied all required actions.

In FFY2022, the state issued written findings of noncompliance by LEA to 106 LEAs with EMIS data that indicated less than 100 percent compliance to Indicator 11. There were 170 late initial evaluations (IETRs) across the 106 LEAs with noncompliance. Twenty-five of these 106 LEAs were determined noncompliant due to data reporting errors. The state verified these LEAs were correctly implementing the regulatory requirements via subsequent data review. Eighty-one LEAs had noncompliance with IETR timelines. There were 132 late IETRs across these 81 LEAs.

State support teams provided training on compliant timelines for initial evaluations to staff within these 81 LEAs. Related policies, practices, and procedures were reviewed and revised by these LEAs to reflect a compliant LEA process for conducting initial evaluations within the 60-day timeline. To ensure systemic improvement, the 81 LEAs provided OEC reviewers evidence of staff training regarding compliant timelines and updated LEA policies, practices, and procedures, to include dissemination of updated policies, practices, and procedures to appropriate staff. Additionally, LEAs submitted additional, subsequent initial evaluations that were not the cause of the original finding of noncompliance for OEC review. Through these activities and subsequent record reviews, the state was able to verify that 78 of the 81 LEAs demonstrated 100 percent compliance with implementation of regulatory requirements consistent with QA23-01. Three of these 81 LEAs were unable to demonstrate systemic improvement and did not receive clearance for Indicator 11.

Describe how the State verified that each *individual* case of noncompliance was corrected

The state verified that each individual case of noncompliance was corrected by confirming that all 170 late records had an IETR date reported in EMIS. Each of the 170 late records were confirmed to have had an IETR conducted.

FFY 2022 Findings of Noncompliance Not Yet Verified as Corrected**Actions taken if noncompliance not corrected**

OEC reviewers required the three LEAs to receive targeted training from their regional state support team. Additionally, the LEAs received a Needs Intervention on the October 2024 Special Education Ratings, referred to the OEC Supports and Monitoring team for an IDEA review and will have continued required actions in the 2024-25 Special Education Profile.

Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
FFY 2020	2	1	1

FFY 2020**Findings of Noncompliance Verified as Corrected****Describe how the State verified that the source of noncompliance is correctly implementing the *regulatory requirements***

The state issued written findings of noncompliance to LEAs via the Special Education Profile in December 2022. Within their profile, LEAs were provided specific instructions and materials to address noncompliance to the indicator. Each LEA with an Indicator 11 finding in FFY2020 was required to complete an indicator analysis, which is a set of guided questions facilitated by the state support team, and an improvement plan. Both documents were submitted to the state for review and approval. As part of the indicator analysis, LEAs reviewed policies, practices, and procedures, and revised as necessary, and trained staff on activities to correct root cause(s) of noncompliance. The indicator analysis helped LEAs identify targeted training needs and gaps in practice, which became activities of the improvement plan. Through the improvement plan, LEAs were required to demonstrate completion of improvement plan activities and submitted additional records to demonstrate systemic correction and improvement. Supports and monitoring staff in the Office for Exceptional Children (OEC) monitored and approved all steps in the review process. These staff reviewed student records, reviewed and approved indicator analyses and improvement plans, confirmed that an initial evaluation had been completed for each individual case of noncompliance, reviewed evidence submitted to support systemic improvement and completion of all improvement plan activities, and provided clearance once the LEA had satisfied all required actions.

Both LEAs with noncompliance on Indicator 11 in FFY2020, as reported in FFY2022, completed and submitted all evidence of completion of corrective action plan activities. The LEA also submitted additional, subsequent initial evaluations that were not the cause of the original finding of noncompliance for OEC review. Through the above activities and subsequent record reviews, the state was able to verify that both LEAs demonstrated 100 percent compliance with implementation of regulatory requirements consistent with QA23-01, which removed the response to the FFY2020 prompt, "Actions taken if noncompliance not corrected."

Describe how the State verified that each *individual* case of noncompliance was corrected

The state verified that each individual case of noncompliance was corrected by confirming that each student received an evaluation, though late.

FFY 2020**Findings of Noncompliance Not Yet Verified as Corrected****Actions taken if noncompliance not corrected**

The OEC conducted an onsite monitoring review with this LEA during the week of January 22, 2024. The OEC's supports and monitoring team provided LEA staff internal monitoring training on August 7, 2024. The state verified that each individual case of noncompliance was corrected by confirming that each student received an evaluation, though late. This LEA is currently implementing a corrective action plan to address all systemic findings identified in their 2023-24 IDEA Summary Report. Evidence of corrective action plan activities is due to OEC for review by February 20, 2025, along with a new sample of student records for review.

11 - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. In addition, the State must demonstrate, in the FFY 2023 SPP/APR, that the remaining two uncorrected findings of noncompliance identified in FFY 2020 were corrected. When reporting on the correction of noncompliance, the State must report, in the FFY 2023 SPP/APR, that it has verified that each LEA with findings of noncompliance identified in FFY 2022 and each LEA with remaining noncompliance identified in FFY 2020: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

Response to actions required in FFY 2022 SPP/APR

See the responses above to the, "FFY2022 Findings of Noncompliance Verified as Corrected," and, "FFY2020 Findings of Noncompliance Verified as Corrected," prompts.

11 - OSEP Response

The State has revised the baseline for this indicator, using data from FFY 2023, and OSEP accepts that revision.

11 - Required Actions

Because the State reported less than 100% compliance for FFY 2023, the State must report on the status of correction of noncompliance identified in FFY 2023 for this indicator. In addition, the State must demonstrate, in the FFY 2024 SPP/APR, that the remaining three uncorrected findings of noncompliance identified in FFY 2022 and one uncorrected finding of noncompliance identified in FFY 2020 were corrected. When reporting on the correction of noncompliance, the State must report, in the FFY 2024 SPP/APR, that it has verified that each LEA with findings of noncompliance identified in FFY 2023 and each LEA with remaining noncompliance identified in FFY 2022 and FFY 2020: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP QA 23-01. In the FFY 2024 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2023, although its FFY 2023 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2023. If the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding, the explanation must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

Indicator 12: Early Childhood Transition

Instructions and Measurement

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Data Source

Data to be taken from State monitoring or State data system.

Measurement

- a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
- e. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.
- f. # of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.

Account for children included in (a), but not included in b, c, d, e, or f. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e - f)] times 100.

Instructions

If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data and if data are from the State's monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Targets must be 100%.

Category f is to be used only by States that have an approved policy for providing parents the option of continuing early intervention services beyond the child's third birthday under 34 CFR §303.211 or a similar State option.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

12 - Indicator Data

Not Applicable

Select yes if this indicator is not applicable.

NO

Historical Data

Baseline Year	Baseline Data
2021	92.02%

FFY	2018	2019	2020	2021	2022
Target	100%	100%	100%	100%	100%
Data	91.45%	98.01%	95.78%	92.02%	95.05%

Targets

FFY	2023	2024	2025
Target	100%	100%	100%

FFY 2023 SPP/APR Data

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	6,547
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	1,449
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	3,914
d. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	530
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	551
f. Number of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.	0

Measure	Numerator (c)	Denominator (a-b-d-e-f)	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	3,914	4,017	95.05%	100%	97.44%	Did not meet target	No Slippage

Number of children who served in Part C and referred to Part B for eligibility determination that are not included in b, c, d, e, or f

103

Account for children included in (a), but not included in b, c, d, e, or f. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.

There were a total of 103 late records during the 2023-2024 school year, ranging from 1 to 673 days late. LEAs' reported reasons for noncompliance include:

- No reason reported/no identified reason (73 late records ranging from 1 to 673 days late); and
- Scheduling conflicts with family (4 late records ranging from 18-64 days late).

No IEP event code or noncompliance code was reported for the remaining 26 records.

Attach PDF table (optional)

What is the source of the data provided for this indicator?

State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.

Indicator 12 data are collected through the Education Management Information System (EMIS), a statewide data collection system for Ohio's primary and secondary education that provides staff, student, district/building, demographic, financial, and test data. LEAs provide the dates of each step of the child find process, including the date of the Preschool Transition Conference for students who are eligible to be evaluated for Part B, consent for an initial evaluation, the date of the initial evaluation, the disability category found as an outcome of the evaluation, the date of the initial IEP, and any reason for noncompliance with timelines. Supplemental data containing the counts of children who were found to be eligible less than 90 days prior to their third birthday are provided by the Ohio Department of Developmental Disabilities, Ohio's Part C provider.

Provide additional information about this indicator (optional)

Correction of Findings of Noncompliance Identified in FFY 2022

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
89	89	0	0

FFY 2022 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

Upon release of the Special Education Profile in December 2023, LEAs were provided specific instructions and materials to address noncompliance to the indicator. There were 186 late records across 89 LEAs. The state verified data reporting errors for 59 LEAs by reviewing an Indicator 12: Data Reporting Error Verification Form from each LEA. Through review of this documentation, the Preschool Special Education Team confirmed these LEAs misreported meeting dates, dates of consent, or reevaluations as IETRs. The state verified that all 59 of these LEAs were correctly implementing regulatory requirements consistent with QA23-01.

Thirty LEAs demonstrated noncompliance with Indicator 12 timelines. The state required each LEA identified with noncompliance to develop and implement an improvement plan. The Preschool Special Education Team at the Department of Children and Youth reviewed subsequent Indicator 12 student-level data following the implementation of corrective actions. The Preschool Special Education Team reviewed Indicator 12 student-level data following the implementation of corrective actions from the improvement plan. The state verified that each LEA with noncompliance is correctly

implementing the specific regulatory requirement(s) (i.e., achieved 100 percent compliance) based on a review of updated data, consistent with QA 23-01.

Describe how the State verified that each *individual case of noncompliance* was corrected

The state verified that each of the individual cases with noncompliance were corrected by each of the LEAs with an Indicator 12 finding. The Preschool Special Education Team reviewed student-level data to verify that the LEA developed and implemented the IEP, although late, unless the child was no longer enrolled in the LEA.

Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
FFY 2021	3	3	0

FFY 2021

Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the *regulatory requirements*

In FFY2021, there were three LEAs with noncompliance on Indicator 12 that was not corrected within one year. All three LEAs continued to address ongoing noncompliance following the one-year timeline and were able to demonstrate systemic improvement through the completion of timely transition from Part C to Part B for the student records that were reviewed as part of the monitoring process as well as enhanced support from Preschool Special Education Team in the review of Part C to Part B policies and procedures. In addition, for FFY 2022, the state then reviewed student-level records following completion of corrective actions to verify that this LEA demonstrated evidence of systemic correction and is correctly implementing the regulatory requirements. No further instances of noncompliance were found. The state verified that each LEA with noncompliance is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100 percent compliance) based on a review of updated data, consistent with QA 23-01.

Describe how the State verified that each *individual case of noncompliance* was corrected

The state verified that each of the individual cases with noncompliance were corrected by each of the LEAs with an Indicator 12 finding. The Preschool Special Education Team reviewed student-level data to verify that the LEA developed and implemented the IEP, although late, unless the child was no longer enrolled in the LEA.

12 - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. In addition, the State must demonstrate, in the FFY 2023 SPP/APR, that the remaining three uncorrected findings of noncompliance identified in FFY 2021 were corrected. When reporting on the correction of noncompliance, the State must report, in the FFY 2023 SPP/APR, that it has verified that each LEA with findings of noncompliance identified in FFY 2022 and each LEA with remaining noncompliance identified in FFY 2021: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

Response to actions required in FFY 2022 SPP/APR

See the responses above to the, "FFY2022 Findings of Noncompliance Verified as Corrected," and "FFY2021 Findings of Noncompliance Verified as Corrected," prompts.

12 - OSEP Response

12 - Required Actions

Because the State reported less than 100% compliance for FFY 2023, the State must report on the status of correction of noncompliance identified in FFY 2023 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2024 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2023 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA and no outstanding corrective action exists under a State complaint or due process hearing decision for the child, consistent with OSEP QA 23-01. In the FFY 2024 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2023, although its FFY 2023 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings. If the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding, the explanation must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

Indicator 13: Secondary Transition

Instructions and Measurement

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: Percent of youth with IEPs 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, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

Data Source

Data to be taken from State monitoring or State data system.

Measurement

Percent = [(# of youth with IEPs 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, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

If a State's policies and procedures provide that public agencies must meet these requirements at an age younger than 16, the State may, but is not required to, choose to include youth beginning at that younger age in its data for this indicator. If a State chooses to do this, it must state this clearly in its SPP/APR and ensure that its baseline data are based on youth beginning at that younger age.

Instructions

If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data and if data are from the State's monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Targets must be 100%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

13 - Indicator Data

Historical Data

Baseline Year	Baseline Data
2009	99.50%

FFY	2018	2019	2020	2021	2022
Target	100%	100%	100%	100%	100%
Data	99.94%	99.91%	99.95%	99.98%	99.96%

Targets

FFY	2023	2024	2025
Target	100%	100%	100%

FFY 2023 SPP/APR Data

Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition	Number of youth with IEPs aged 16 and above	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
53,327	53,386	99.96%	100%	99.89%	Did not meet target	No Slippage

What is the source of the data provided for this indicator?

State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.

Indicator 13 data are collected through the Education Management Information System (EMIS), a statewide data collection system for Ohio's primary and secondary education that collects staff, student, district/building, demographic, financial, and test data. At the student level, LEAs provide the dates of each step of the child find process, including the date of consent for an initial evaluation, the date of the evaluation, the disability category found as an outcome of the evaluation, the date of the IEP, and any reason for noncompliance with timelines. Information about the secondary transition planning elements are reported as part of the IEP event record.

Question	Yes / No
Do the State's policies and procedures provide that public agencies must meet these requirements at an age younger than 16?	YES
If yes, did the State choose to include youth at an age younger than 16 in its data for this indicator and ensure that its baseline data are based on youth beginning at that younger age?	NO

If no, please explain

Though state law now requires transition planning and services beginning at age 14, Ohio has elected to maintain consistency with Indicator 13 by continuing to report on students ages 16 and above. As part of Ohio's system of general supervision, multiple monitoring processes are used to review transition planning requirements among LEAs beginning at age 14.

Provide additional information about this indicator (optional)

Ohio identified 16 LEAs with percentages below 100 percent for the 2023-24 school year. The state issued written findings of noncompliance relevant to Indicator 13 to LEAs in January 2025 and will report on findings of noncompliance verified as corrected within one year in the FFY2024 report.

Correction of Findings of Noncompliance Identified in FFY 2022

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
7	7	0	0

FFY 2022 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

The state issued written findings of noncompliance related to Indicator 13 via the 2023-24 Special Education Profile in December 2023. LEAs were provided specific instructions and materials to address noncompliance to the indicator. Each of the 18 LEAs with an Indicator 13 finding in FFY2022 was required to complete an indicator analysis, which is a set of guided questions facilitated by the state support team, and an improvement plan. Both documents were submitted to the state for review and approval. As part of the indicator analysis, LEAs reviewed policies, practices, and procedures, and revised and implemented those revisions, if necessary, and trained staff on activities to identify as well as correct root cause(s) of noncompliance. The indicator analysis helped LEAs identify targeted training needs and gaps in practice, which became activities of the improvement plan. Through the improvement plan, LEAs were required to demonstrate completion of improvement plan activities and submit additional records to demonstrate systemic correction and improvement. Office for Exceptional Children (OEC) staff monitored and approved all steps in the review process. These staff are responsible for reviewing student records, reviewing and approving indicator analyses and improvement plans, reviewing individual corrections of records found to be noncompliant, where applicable, reviewing evidence submitted to support systemic improvement, and providing clearance once the LEA satisfied all required actions.

LEAs that reported Transition Plan Not in Place (TPNP) were permitted to request a verification of a data reporting error. The request required the LEA to submit the IEP including the transition plan. Staff from the OEC reviewed the student records to ensure compliance with timelines and that the plan met all eight requirements of the National Secondary Transition Technical Assistance Center (NSTTAC) Indicator 13 Checklist.

If student records met the requirements, the LEA completed the monitoring process, including an indicator analysis, policy review, and an improvement plan, submitting evidence to mitigate future reporting errors. When noncompliance was found in student transition plans, LEAs addressed it through an indicator analysis, policy review, and an improvement plan with technical assistance and professional development from regional state support teams. If no student transition plan was in place, the student was assessed for appropriate transition planning, with OEC staff reviewing for compliance, unless correction was not possible due to graduation, withdrawal, transfer, or exiting special education services.

In FFY2022, 18 LEAs had less than 100 percent compliance with Indicator 13. The state issued written findings of noncompliance to all 18 LEAs in December 2023. Eleven LEAs provided evidence of having misreported their data to the Education Management Information System (EMIS), such that the LEAs either failed to report a transition plan in place or reported a transition plan not in place. OEC staff investigated all 11 LEAs and found compliant plans existed for each student. These verified data reporting errors were evidence of noncompliance correction for all 11 LEAs. Each of these LEAs were required to mitigate future instances of misreporting by reviewing and revising LEA policies, practices, and procedures for collecting and reporting data to EMIS, to include dissemination and training of updated policies, practices, and procedures to appropriate staff. To ensure systemic improvement, OEC staff collected, reviewed, and approved evidence of staff training regarding collecting and reporting data to EMIS for Indicator 13, to include evidence that updated data reporting policies, practices, and procedures were shared to appropriate staff, for all 11 LEAs.

These seven LEAs were required to individually correct noncompliant records and submit the corrected records to OEC staff for review. State Support Teams provided training to LEA staff on the development of postsecondary transition plans that are individualized to the student and compliant to the IDEA. Related policies, practices, and procedures were reviewed and revised by these LEAs as part of monitoring required actions to reflect a compliant LEA process for writing postsecondary transitions plans. To ensure systemic improvement, these seven LEAs provided OEC reviewers evidence of staff training, including dissemination of updated policies, practices, and procedures to appropriate staff. Additionally, LEAs submitted postsecondary transition plans completed subsequently and between state-determined dates to OEC staff. As a result of the subsequent record reviews by OEC staff, the state verified that all seven LEAs demonstrated 100 percent compliance in their implementation of regulatory requirements.

Describe how the State verified that each *individual case* of noncompliance was corrected

Upon notification of noncompliance, LEAs were required to submit/amend the IEP to include an appropriate transition plan. LEAs were required to engage students and families, conduct individualized AATA, write appropriate goals, and ensure transition plans were compliant to all eight requirements detailed in the NSTTAC Indicator 13 Checklist. The LEAs acquired training from their regional State Support Team and submitted corrected transition plans to the OEC for review and approval. All LEAs with noncompliance identified in FFY2022 were corrected within one year, as described above.

Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

13 - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2023 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2022 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

Response to actions required in FFY 2022 SPP/APR

13 - OSEP Response

13 - Required Actions

Because the State reported less than 100% compliance for FFY 2023, the State must report on the status of correction of noncompliance identified in FFY 2023 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2024 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2023 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA and no outstanding corrective action exists under a State complaint or due process hearing decision for the child, consistent with OSEP QA 23-01. In the FFY 2024 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2023, although its FFY 2023 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings. If the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding, the explanation must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

Indicator 14: Post-School Outcomes

Instructions and Measurement

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Results indicator: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. 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.

(20 U.S.C. 1416(a)(3)(B))

Data Source

State selected data source.

Measurement

- A. Percent enrolled in higher education = $\left[\frac{\text{(\# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school)}}{\text{(\# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)}} \right] \times 100$.
- B. Percent enrolled in higher education or competitively employed within one year of leaving high school = $\left[\frac{\text{(\# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school)}}{\text{(\# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)}} \right] \times 100$.
- C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = $\left[\frac{\text{(\# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment)}}{\text{(\# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)}} \right] \times 100$.

Instructions

Sampling of youth who had IEPs and are no longer in secondary school is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates of the target population. (See [General Instructions](#) on page 3 for additional instructions on sampling.)

Collect data by September 2024 on students who left school during 2022-2023, timing the data collection so that at least one year has passed since the students left school. Include students who dropped out during 2022-2023 or who were expected to return but did not return for the current school year. This includes all youth who had an IEP in effect at the time they left school, including those who graduated with a regular diploma or some other credential, dropped out, or aged out.

I. Definitions

Enrolled in higher education as used in measures A, B, and C means youth have been enrolled on a full- or part-time basis in a community college (two-year program) or college/university (four or more year program) for at least one complete term, at any time in the year since leaving high school.

Competitive employment as used in measures B and C: States have two options to report data under “competitive employment”:

Option 1: Use the same definition as used to report in the FFY 2015 SPP/APR, i.e., competitive employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Option 2: States report in alignment with the term “competitive integrated employment” and its definition, in section 7(5) of the Rehabilitation Act of 1973, as amended by Workforce Innovation and Opportunity Act (WIOA). For the purpose of defining the rate of compensation for students working on a “part-time basis” under this category, OSEP maintains the standard of 20 hours a week for at least 90 days at any time in the year since leaving high school. This definition applies to military employment.

Enrolled in other postsecondary education or training as used in measure C, means youth have been enrolled on a full- or part-time basis for at least 1 complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a two-year program).

Some other employment as used in measure C means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services).

II. Data Reporting

States must describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

Provide the total number of targeted youth in the sample or census.

Provide the actual numbers for each of the following mutually exclusive categories. The actual number of “leavers” who are:

1. Enrolled in higher education within one year of leaving high school;
2. Competitively employed within one year of leaving high school (but not enrolled in higher education);
3. Enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed);
4. In some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).

“Leavers” should only be counted in one of the above categories, and the categories are organized hierarchically. So, for example, “leavers” who are enrolled in full- or part-time higher education within one year of leaving high school should only be reported in category 1, even if they also

happen to be employed. Likewise, “leavers” who are not enrolled in either part- or full-time higher education, but who are competitively employed, should only be reported under category 2, even if they happen to be enrolled in some other postsecondary education or training program.

States must compare the response rate for the reporting year to the response rate for the previous year (e.g., in the FFY 2023 SPP/APR, compare the FFY 2023 response rate to the FFY 2022 response rate), and describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.

The State must also analyze the response rate to identify potential nonresponse bias and take steps to reduce any identified bias and promote response from a broad cross section of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

III. Reporting on the Measures/Indicators

Targets must be established for measures A, B, and C.

Measure A: For purposes of reporting on the measures/indicators, please note that any youth enrolled in an institution of higher education (that meets any definition of this term in the Higher Education Act (HEA)) within one year of leaving high school *must* be reported under measure A. This could include youth who also happen to be competitively employed, or in some other training program; however, the key outcome we are interested in here is enrollment in higher education.

Measure B: All youth reported under measure A should also be reported under measure B, in addition to all youth that obtain competitive employment within one year of leaving high school.

Measure C: All youth reported under measures A and B should also be reported under measure C, in addition to youth that are enrolled in some other postsecondary education or training program, or in some other employment.

Include the State’s analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school. States must include race/ethnicity in their analysis. In addition, the State’s analysis must include at least one of the following demographics: disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.

If the analysis shows that the response data are not representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the State should consider factors such as how the State collected the data.

14 - Indicator Data

Historical Data

Measure	Baseline	FFY	2018	2019	2020	2021	2022
A	2023	Target ≥	39.70%	39.70%	29.68%	31.00%	32.00%
A	9.30%	Data	27.57%	29.68%	23.65%	24.83%	19.49%
B	2023	Target ≥	75.00%	75.00%	79.01%	80.00%	81.00%
B	27.50%	Data	64.52%	79.01%	76.93%	80.04%	53.14%
C	2023	Target ≥	84.00%	84.00%	86.35%	87.00%	88.00%
C	49.33%	Data	84.74%	86.35%	83.14%	85.70%	100.00%

FFY 2021 Targets

FFY	2023	2024	2025
Target A ≥	9.30%	9.30%	9.40%
Target B ≥	27.50%	27.50%	27.60%
Target C ≥	49.33%	49.33%	49.40%

Targets: Description of Stakeholder Input

The Ohio Department of Education and Workforce (The Department) collaborated with Mary Watson, Ohio’s state liaison at the IDEA Data Center for guidance and feedback throughout the entirety of the target setting process. In August 2021, the Department developed a fact sheet for each indicator for which targets were to be set. Multiple data specialists and programmatic experts across the department collaborated to develop each fact sheet. Fact sheets are organized by guiding questions to facilitate individual review of each indicator. Each fact sheet contains data visualizations and narrative describing the indicator measurement, changes to the indicator, data and programmatic considerations, the state’s performance over time, two sets of proposed target options and a rationale for each set. Fact sheets are available via The Department’s special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The Department created an email address specifically for target setting. This email address (specialtargeteds@education.ohio.gov) was shared with stakeholders via the target setting webpage and used for all external communication regarding target setting.

Indicator fact sheets were posted to the target setting webpage for public comment in September 2021. The Department requested public comment on the proposed target options for each indicator. For each indicator, stakeholders were encouraged to comment with which set of target options they preferred and why. The public comment period was open for five weeks. Commenters were also invited to be part of a virtual stakeholder group that held a series of meetings between November and December to review all public input and finalize the targets across indicators.

The Department provided several reminders of public comment via multiple modes, including one direct email to the 11 largest urban districts in the state, three articles in EdConnection (the Department's newsletter to districts), three articles in the weekly state support team newsletter, one email to the Family Collaborative listserv, and one article to the GovDelivery listserv. Communications delivered multiple reminders via social media outlets, including two posts each to Facebook and LinkedIn, as well as nine Twitter posts. A total of 438 comments were collected on all 11 indicators. Seventy-one (16.21 percent) of these comments were from individuals who self-identified as parents. Forty-seven people expressed interest in the virtual stakeholder group, thirteen (27.66 percent) of which self-identified as parents.

During the public comment period, the Department also presented and discussed target options with various stakeholder groups, including Buckeye Association of School Administrators, Deaf Education Network, Disability Rights Ohio, Disparities and Cultural Competence Advisory Committee, Early Childhood State Leadership Team, Guiding Coalition, Ohio Association of Pupil Services Administrators, Ohio Center for Deaf-Blind Education, Ohio Center for Deaf-Blind Education Advisory Board, Ohio Department of Education and Workforce staff, Ohio School Boards Association, Professionals Serving Students with Visual Impairments, State Advisory Panel for Exceptional Children, State Support Team Directors, the State Support Team/Office for Exceptional Children Workgroup, and attorneys from parent advocacy groups. The DEW also held two meetings with the Family Collaborative, including Ohio Center for Autism and Low Incidence (OCALI) Family and Community Outreach Center, the Outreach Center for Deaf and Blindness, Ohio Statewide Family Engagement Center Advisory Council, the Parent Training and Information Center at the Ohio Coalition for the Education of Children with Disabilities, Department of Developmental Disabilities Family Group, and Parent Mentors of Ohio.

The Department sent invitations to participate in the virtual stakeholder group in November 2021. The Department invited stakeholders who expressed interest in participating via the public comment period as well as individuals who had recently participated in other special education stakeholder groups for the agency. Two-hundred one invitations were sent, 128 (51 percent) to individuals who self-identified as parents.

The Department held six two-hour virtual stakeholder meetings in November and December 2021 to review public comment and recommend final targets for each indicator. Indicators were divided into six clusters based on like measures, as follows: Exiting (indicators 1, 2 and 14), Assessment (indicator 3), Discipline and School-age Environments (indicators 4a and 5), Preschool Environments and Outcomes (indicators 6 and 7), Family Involvement (indicator 8) and Dispute Resolution (indicators 15 and 16). Each indicator cluster was facilitated by programmatic experts within the state agency. Participants were divided into indicator clusters based on their individual preferences. Seventy-four individuals participated in the virtual stakeholder meetings, 7 (9.46 percent) of which self-identified as parents.

The first of six meetings in November 2021 included an introduction and overview of the target setting process from Kara Waldron, the leader of the IDEA Monitoring and Data Team at that time, and Mary Watson, Ohio's state liaison from the IDEA Data Center. Both Kara and Mary served as facilitators for the full group meetings. Indicator clusters then broke out into individual virtual spaces to review fact sheets for their assigned indicators and begin to share and review themes from public comment. Facilitators addressed questions from previous meetings in each of the second, third and fourth meetings. Each cluster moved at their own pace in each of these meetings, with Dispute Resolution finishing earlier than other clusters and Assessment needing an additional meeting. During each of these meetings, each cluster finished reviewing their fact sheets and themes from public comment, reviewed and came to consensus on one set of target options and finalized a rationale. Each indicator cluster presented a summary of their fact sheet and discussion as well as final recommendations for target options in the fifth and sixth virtual stakeholder meetings, ending in December 2021.

Final targets were reported via Ohio's Annual Performance Report in February 2022. The Department updated the department webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>) with the final targets and notified stakeholders through an EdConnection article in April 2022.

The state will engage stakeholders in spring 2025 to set targets for this indicator using the new baseline of FFY2023, described below.

FFY 2023 SPP/APR Data

Total number of targeted youth in the sample or census	19,920
Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	11,724
Response Rate	58.86%
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	1,090
2. Number of respondent youth who competitively employed within one year of leaving high school	2,134
3. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)	1,629
4. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).	930

Measure	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A. Enrolled in higher education (1)	1,090	11,724	19.49%	9.30%	9.30%	N/A	N/A
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	3,224	11,724	53.14%	27.50%	27.50%	N/A	N/A
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3+4)	5,783	11,724	100.00%	49.33%	49.33%	N/A	N/A

Please select the reporting option your State is using:

Option 2: Report in alignment with the term “competitive integrated employment” and its definition, in section 7(5) of the Rehabilitation Act, as amended by Workforce Innovation and Opportunity Act (WIOA), and 34 CFR §361.5(c)(9). For the purpose of defining the rate of compensation for students working on a “part-time basis” under this category, OSEP maintains the standard of 20 hours a week for at least 90 days at any time in the year since leaving high school. This definition applies to military employment.

Response Rate

FFY	2022	2023
Response Rate	28.34%	58.86%

Describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

Representativeness was analyzed by comparing the demographics of the students for whom Exiting Follow-Up Data were submitted to EMIS (i.e., respondent youth) to the demographics of all youth ages 14-21 with IEPs who exited high school during the 2022-2023 school year (i.e., target population). In this context, a discrepancy of +/-3 percentage points is considered an acceptable range for representativeness.

For example, consider the category of Black students. The total percentage of Black students in the target population for Indicator 14 was 22.7 percent while the percentage of Black students in the respondent data was 18.9 percent. This results in a difference of -3.8 percentage points. A percentage point discrepancy of -3.8 does not fall within the acceptable range of +/-3% and indicates that Black students were underrepresented within the respondent population. The state used the IDEA Data Center’s (IDC) Nonresponse Bias Analysis (NRBA) application tool to conduct these analyses.

By applying this metric to each racial/ethnic category and each disability category, the state identified whether there were significant discrepancies between the distribution of survey respondents and the distribution of students in the total target population, helping to gauge the representativeness of the survey sample across different racial and disability groups.

Include the State’s analyses of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school. States must include race/ethnicity in its analysis. In addition, the State’s analysis must include at least one of the following demographics: disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.

The state examined representativeness based on race/ethnicity and disability category.

Race/Ethnicity. Comparison of response data revealed the percentage point discrepancies for White and Black students fell outside the acceptable range of +/-3 percentage points and thus were not representative of the target population. The state also conducted tests to confirm that observed differences between the survey respondents and target population were not due to chance. These are reported below as p values. Response data examined by student race showed:

- 69 percent of survey respondents were White students compared with 64.2 percent of students in the target population. This resulted in a difference of

4.8 percentage points. The results of the t test were statistically significant ($p = .000$), supporting the state's determination that White students were overrepresented in the respondent data.

- 18.9 percent of survey respondents were Black students compared with 22.7 percent of students in the target population. This resulted in a difference of -3.8 percentage points. The results of the t test were statistically significant ($p = .000$), supporting the state's determination that Black students were underrepresented in the respondent data.

Comparison of response data revealed the percentage point discrepancies for Hispanic, Multiracial, Asian, American Indian, and Pacific Islander students fell within the acceptable range of ± 3 percentage points and thus were representative of the target population despite the t tests being statistically significant ($p < 0.05$) for Hispanic, Multiracial, and American Indian students. Response data examined by student race showed:

- 6 percent of survey respondents were Hispanic students compared with 6.5 percent of students in the target population. This resulted in a difference of -0.5 percentage points.

- 5 percent of survey respondents were Multiracial students compared with 5.5 percent of students in the target population. This resulted in a difference of -0.5 percentage points.

- 0.1 percent of survey respondents were American Indian students compared with 0.1 percent of students in the target population. This resulted in a difference of -0.1 percentage points.

- 0.9 percent of survey respondents were Asian students compared with 0.8 percent of students in the target population. This resulted in a difference of 0.1 percentage points.

- 0.1 percent of survey respondents were Pacific Islander students compared with 0.1 percent of students in the target population. This resulted in a difference of 0 percentage points.

Disability. Comparison of response data revealed students with Specific Learning Disabilities were overrepresented in the respondent population. Response data examined by student disability showed that 48.1 percent of survey respondents were students with Specific Learning Disabilities compared with 45 percent of students in the target population. This resulted in a difference of 3.1 percentage points. The results of the t test were statistically significant ($p = .000$), supporting the state's determination that students with Specific Learning Disabilities were overrepresented in the respondent data.

Comparison of response data revealed the percentage point discrepancies for students with Emotional Disturbance, Multiple Disabilities, Deafness, Visual Impairments, and Orthopedic Impairments fell within the acceptable range of ± 3 percentage points and thus were representative of the target population. T tests were statistically significant ($p < 0.05$). Response data examined by student disability showed:

- 5.6 percent of survey respondents were students with Emotional Disturbance compared with 7.8 percent of students in the target population. This resulted in a difference of -2.1 percentage points.

- 3.2 percent of survey respondents were students with Multiple Disabilities compared with 4.3 percent of students in the target population. This resulted in a difference of -1.1 percentage points.

- 0.6 percent of survey respondents were students with Deafness compared with 0.5 percent of students in the target population. This resulted in a difference of 0.1 percentage points.

- 0.4 percent of survey respondents were students with Visual Impairments compared with 0.3 percent of students in the target population. This resulted in a difference of 0.1 percentage points.

- 0.4 percent of survey respondents were students with Orthopedic Impairments compared with 0.3 percent of students in the target population. This resulted in a difference of 0.1 percentage points.

Comparison of response data revealed the percentage point discrepancies for students with Other Health Impairments (Minor), Autism, Intellectual Disabilities, Other Health Impairments (Major), Speech and Language Impairments, and Traumatic Brain Injury fell within the acceptable range of ± 3 percentage points and thus were representative of the target population. The results of t tests were not statistically significant ($p > 0.05$). Response data examined by student disability showed:

- 23.4 percent of survey respondents were students with Other Health Impairments (Minor) compared with 22.9 percent of students in the target population. This resulted in a difference of 0.5 percentage points.

- 8.9 percent of survey respondents were students with Autism compared with 9.2 percent of students in the target population. This resulted in a difference of -0.3 percentage points.

- 8.0 percent of survey respondents were students with Intellectual Disabilities compared with 8.2 percent of students in the target population. This resulted in a difference of -0.2 percentage points.

- 0.1 percent of survey respondents were students with Other Health Impairments (Major) compared with 0.2 percent of students in the target population. This resulted in a difference of -0.1 percentage points.

- 0.4 percent of survey respondents were students with Speech and Language Impairments compared with 0.4 percent of students in the target population. This resulted in a difference of 0 percentage points.

- 0.8 percent of survey respondents were students with Traumatic Brain Injury compared with 0.8 percent of students in the target population. This resulted in a difference of 0 percentage points.

The response data is representative of the demographics of youth who are no longer in school and had IEPs in effect at the time they left school. (yes/no)

NO

If no, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics.

LEAs should be surveying all eligible exiters with the census data collection. When all exiters are surveyed, the response data will be representative of the exiting student demographic. The state will develop and provide professional development through the regional system of support to districts to improve census data collection along with representative response. The professional development will ask LEAs to place an emphasis on contacting and surveying exiters who are Black or have a disability category of emotional disturbance during the next data collection

Describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.

Beginning with FFY2022, all local education agencies in Ohio are required to collect post-school engagement data every year from all students who exited their organization during the previous school year. This includes students with disabilities who exited by graduating, dropping out, or aging out. Outcome data are now reported to the state's Education Information Management System (EMIS) via the Exiting Student Follow-up Data Collection (<https://education.ohio.gov/Topics/Data/EMIS/EMIS-Documentation/Current-EMIS-Manual#2.23>). This data collection method has replaced the Ohio Longitudinal Transition Study (OLTS) used previously, which required all local education agencies in the participating cohort to conduct standard exit and follow-up surveys with students with disabilities who exited their organization. Local education agencies are no longer required to conduct exit interviews but are encouraged to collect contact information prior to exiting. The state expects the required collection for all LEAs each year to increase the response rate over time compared to the prior methodology that used cohort participation in which LEAs participate only once every sixth year. The state will develop informational materials regarding the importance and usefulness of postsecondary engagement data. The state will develop and offer professional development opportunities through its regional system of support to help district personnel develop effective census data collection and understand techniques for maintaining a representative response rate of black students with disabilities and those students with a disability category of emotional disturbance throughout data collection. The state will provide this professional development in a special, separate session for the largest

eight urban districts. The Department will also keep regional consultants apprised of which districts have not submitted data so that they can regularly follow-up with reminders to complete the survey, highlight the importance of their feedback, and offer support as needed.

Describe the analysis of the response rate including any nonresponse bias that was identified, and the steps taken to reduce any identified bias and promote response from a broad cross section of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

The FFY2023 response rate was 58.6 percent, with 11,724 of 19,920 students having responded. Response rates by race/ethnicity were as follows: White, 63.3 percent; Asian, 61.8 percent; Pacific Islander, 55.6 percent; Hispanic, 54.3 percent; Multiracial, 53.6 percent; Black, 49 percent; and American Indian, 31 percent. Response rates by disability category were as follows: Deaf-Blindness, 100 percent; Visual Impairments, 71.4 percent; Orthopedic Impairments, 71 percent; Deafness, 67.9 percent; Specific Learning Disabilities, 62.9 percent; Traumatic Brain Injury, 61.3 percent; Other Health Impaired (Minor), 60.1 percent; Intellectual Disabilities, 57 percent; Autism, 56.8 percent; Speech and Language Impairments, 52.4 percent; Other Health Impaired (Major), 51.6 percent; Multiple Disabilities, 43.7 percent; and Emotional Disturbance, 42.8 percent.

The state used the IDEA Data Center's (IDC) Nonresponse Bias Analysis (NRBA) application tool to examine representativeness based on race/ethnicity and disability category. Comparison of response data revealed percentage point discrepancies for a few subgroups did not fall within the acceptable range of +/-3 percentage points and thus were not representative of the target population. White students with disabilities and students with Specific Learning Disabilities were overrepresented in the respondent population, while Black students with disabilities were underrepresented in the respondent population.

Nonresponse bias arises when two conditions occur (1) certain subgroups are less likely to respond to a survey, resulting in their systematic underrepresentation in the survey data, and (2) the underrepresented subgroups differ from other subgroups in what the survey is trying to measure (Nimkoff & Schneider, 2023). The state further examined nonresponse bias regarding race/ethnicity using IDC's NRBA application tool specifically focused on subgroups underrepresented in the respondent population (i.e., Black students). A chi-square test showed a significant relationship between race/ethnicity and outcome measure ($p < 0.001$).

- The percentage of students enrolled in higher education within one year of leaving high school by race/ethnicity ranged from 15 percent (Hispanic) to 24.1 percent (Asian). Black students fell near the center of that range at 19.5 percent. Although Black students were underrepresented in the data, they did not vary from other groups in this outcome, thus response bias was likely not impacting the state's estimate of the overall percentage of youth in this outcome category.

- The percentage of students competitively employed within one year of leaving high school ranged from 13 percent (Asian) to 50 percent (American Indian). Black students fell toward the higher end of that range at 27.6 percent. Although Black students were underrepresented in the data, they did not vary from other groups in this outcome, thus response bias was likely not impacting the state's estimate of the overall percentage of youth in this outcome category.

- The percentage of students enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed) ranged from 26.5 percent (White) to 63 percent (Asian). Black students fell toward the lower end of that range at 32.2 percent. Although Black students were underrepresented in the data, they did not vary from other groups in this outcome, thus response bias was likely not impacting the state's estimate of the overall percentage of youth in this outcome category.

- The percentage of students in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed) ranged from 13.1 percent (Multiracial) to 66.7 percent (Pacific Islander). Black students fell toward the lower end of that range at 20.8 percent. Although Black students were underrepresented in the data, they did not vary from other groups in this outcome, thus response bias was likely not impacting the state's estimate of the overall percentage of youth in this outcome category.

The state expects the required collection for all local education agencies each year to increase the response rate over time compared to the prior methodology that used cohort participation in which LEAs participate only once every sixth year.

During professional development provided to district representatives for Indicator 14 data collection and reporting, the regional training team encouraged participants to schedule the follow-up interview and secure additional exiter contact information prior to exiting. The state also recommended the use of a pre-notification strategy in which a postcard or email is sent to the exiter that reminds the individual of an upcoming interview. The state also suggested to district representatives the importance of communicating to exiters that their responses are confidential and will be aggregated with responses of other exiters from across the state.

In addition to the strategies listed earlier in this report, the state will develop flyers and other types of correspondence that the schools can use to collect student contact information, explain the data collection and its importance, and a request to respond to the school when contacted. The state attends the Indicator 14 Community of Practice offered by the National Technical Assistance Center on Transition: the Collaborative. Here, states share strategies for increasing response rates and responsiveness. One idea from the community of practice that will be attempted is to publicly recognize districts based on the % of response rates and representatives. Another idea is helping districts set up resource incentives for exiters to complete surveys. For example, offering a resume writing session open to exiters. Sample questions for data collection are already provided by the state, but the state is also considering creating a survey that schools could use.

Reference

Nimkoff, T., & Schneider, B. (2023, July). Nonresponse Bias Analysis Application—NRBA App Reference Guide. IDEA Data Center. Rockville, MD: Westat.

Sampling Question	Yes / No
Was sampling used?	NO
Survey Question	Yes / No
Was a survey used?	YES
If yes, is it a new or revised survey?	NO

Provide additional information about this indicator (optional)

To promote response from a broad cross section of eligible youth, the state offers professional development and technical assistance to schools and agency partners that focus on ensuring all students have equitable access to the supports and opportunities needed to increase successful postschool outcomes. The state coordinates the work of regional secondary transition and career-technical planning district consultants who work directly with schools, families, and agencies to implement predictors of postschool success for students with disabilities. Examples include regional Multi-agency Planning Teams and Establishing Families as Partners in the Secondary Transition Planning Process learning sessions. These regional consultants also support schools to collect, review, and analyze early warning data to identify students, including those with IEPs, who are not on track for graduation. The state also runs Equity Labs through the Office of Career Technical Education. Here, data is disaggregated to determine subgroups that need improved access to and support in career technical education programming.

FFY2023 marks a new baseline for Indicator 14 based on updates made to how the data were calculated after being collected from LEAs. In FFY2022:

- The number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school were underestimated when data were aggregated due to a data processing error response rate numerator and denominator for measures A-C). Results were aggregated using a non-unique key that reduced the counts by roughly half. This issue has been identified and corrected within the data analytics process.
- Additionally, several noneligible students were inadvertently added to the number of targeted youth in the census (response rate denominator). This included a small number of students who were not exiters and/or who were deceased. This issue has been identified and corrected within the data analytics process.

Both issues have been corrected for FFY2023, resulting in improved data quality. The FFY2023 baseline data will serve as the FFY2023 targets for each measure A, B, and C. The state will engage stakeholders in spring 2025 to set targets for this indicator using the new baseline of FFY2023. Based on the current reporting elements within the Exiting Student Follow-Up Data Collection, the state is unable to determine whether the lack of data (nonresponse) means the LEA did not attempt to contact the student or the LEA contacted the student and the student refused to participate in the follow-up collection. For FFY2023, the state has assumed all students without data are eligible nonrespondents. This provides the state with the most conservative estimate of response rate. The state has developed a cross-office work group to establish additional reporting elements that will clarify all unknown responses in the Exiting Student Follow-Up Data Collection. The state expects to have these elements in place for the FFY2025 reporting year. This oversight in the development of the Exiting Student Follow-Up Data Collection resulted in underestimating the response rate in FFY2022. The state provides a list of exiting students to each LEA required to participate in the Exiting Student Follow-up Data Collection annually in February. This report will automatically generate for LEAs within the Report Collector each year. These files include all students with Individualized Education Programs (IEPs) ages 14-21 (inclusive) who left high school within the previous school year, including the summer following the school year. LEAs must ensure students are allowed adequate time (up to one year) to engage in postschool outcomes before conducting their follow up interview. Local education agencies may choose to contact their exiters in a variety of ways, including via phone, text, postal mail, email, or other means. School personnel may develop their own survey or question forms but may not reduce or change the required data reporting elements. School personnel must ask students questions relevant to the required data reporting elements in EMIS regarding employment and education or training status. School personnel then submits the collected data to EMIS. The state provides sample questions and a draft template for use in recording student responses (<https://education.ohio.gov/getattachment/Topics/Special-Education/Special-Education-Data-and-Funding/Indicator-14-Exiting-Student-Data-Collection/Indicator-14-Exiting-Student-Data-Collection-Template.xlsx.aspx?lang=en-US>), but local staff may develop their own questions to obtain the required data.

14 - Prior FFY Required Actions

In the FFY 2023 SPP/APR, the State must report whether the FFY 2023 data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

Response to actions required in FFY 2022 SPP/APR

See responses to the, "If no, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics," and "Include the State's analyses of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school," prompts above.

14 - OSEP Response

The State has revised the baseline for this indicator, using data from FFY 2023, and OSEP accepts that revision.

14 - Required Actions

In the FFY 2024 SPP/APR, the State must report whether the FFY 2024 data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

Indicator 15: Resolution Sessions

Instructions and Measurement

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results Indicator: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
(20 U.S.C. 1416(a)(3)(B))

Data Source

Data collected under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the ED Facts Metadata and Process System (EMAPS)).

Measurement

Percent = (3.1(a) divided by 3.1) times 100.

Instructions

Sampling is not allowed.

Describe the results of the calculations and compare the results to the target.

States are not required to establish baselines or targets if the number of resolution sessions is less than 10. In a reporting period when the number of resolution sessions reaches 10 or greater, develop baseline and targets and report on them in the corresponding SPP/APR.

States may express their targets in a range (e.g., 75-85%).

If the data reported in this indicator are not the same as the State's data under IDEA section 618, explain.

States are not required to report data at the LEA level.

15 - Indicator Data

Select yes to use target ranges

Target Range not used

Prepopulated Data

Source	Date	Description	Data
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/13/2024	3.1 Number of resolution sessions	21
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/13/2024	3.1(a) Number resolution sessions resolved through settlement agreements	0

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

Targets: Description of Stakeholder Input

The Ohio Department of Education and Workforce (The Department) collaborated with Mary Watson, Ohio's state liaison at the IDEA Data Center for guidance and feedback throughout the entirety of the target setting process. In August 2021, the Department developed a fact sheet for each indicator for which targets were to be set. Multiple data specialists and programmatic experts across the department collaborated to develop each fact sheet. Fact sheets are organized by guiding questions to facilitate individual review of each indicator. Each fact sheet contains data visualizations and narrative describing the indicator measurement, changes to the indicator, data and programmatic considerations, the state's performance over time, two sets of proposed target options and a rationale for each set. Fact sheets are available via The Department's special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The Department created an email address specifically for target setting. This email address (specialtargeteds@education.ohio.gov) was shared with stakeholders via the target setting webpage and used for all external communication regarding target setting.

Indicator fact sheets were posted to the target setting webpage for public comment in September 2021. The Department requested public comment on the proposed target options for each indicator. For each indicator, stakeholders were encouraged to comment with which set of target options they preferred and why. The public comment period was open for five weeks. Commenters were also invited to be part of a virtual stakeholder group that held a series of meetings between November and December to review all public input and finalize the targets across indicators.

The Department provided several reminders of public comment via multiple modes, including one direct email to the 11 largest urban districts in the state, three articles in EdConnection (the Department's newsletter to districts), three articles in the weekly state support team newsletter, one email to the Family Collaborative listserv, and one article to the GovDelivery listserv. Communications delivered multiple reminders via social media outlets, including two posts each to Facebook and LinkedIn, as well as nine Twitter posts. A total of 438 comments were collected on all 11 indicators. Seventy-one (16.21 percent) of these comments were from individuals who self-identified as parents. Forty-seven people expressed interest in the virtual stakeholder group, thirteen (27.66 percent) of which self-identified as parents.

During the public comment period, the Department also presented and discussed target options with various stakeholder groups, including Buckeye Association of School Administrators, Deaf Education Network, Disability Rights Ohio, Disparities and Cultural Competence Advisory Committee, Early Childhood State Leadership Team, Guiding Coalition, Ohio Association of Pupil Services Administrators, Ohio Center for Deaf-Blind Education, Ohio Center for Deaf-Blind Education Advisory Board, Ohio Department of Education and Workforce staff, Ohio School Boards Association, Professionals Serving Students with Visual Impairments, State Advisory Panel for Exceptional Children, State Support Team Directors, the State Support Team/Office for Exceptional Children Workgroup, and attorneys from parent advocacy groups. The DEW also held two meetings with the Family Collaborative, including Ohio Center for Autism and Low Incidence (OCALI) Family and Community Outreach Center, the Outreach Center for Deaf and Blindness, Ohio Statewide Family Engagement Center Advisory Council, the Parent Training and Information Center at the Ohio Coalition for the Education of

The Department sent invitations to participate in the virtual stakeholder group in November 2021. The Department invited stakeholders who expressed interest in participating via the public comment period as well as individuals who had recently participated in other special education stakeholder groups for the agency. Two-hundred one invitations were sent, 128 (51 percent) to individuals who self-identified as parents.

The Department held six two-hour virtual stakeholder meetings in November and December 2021 to review public comment and recommend final targets for each indicator. Indicators were divided into six clusters based on like measures, as follows: Exiting (indicators 1, 2 and 14), Assessment (indicator 3), Discipline and School-age Environments (indicators 4a and 5), Preschool Environments and Outcomes (indicators 6 and 7), Family Involvement (indicator 8) and Dispute Resolution (indicators 15 and 16). Each indicator cluster was facilitated by programmatic experts within the state agency. Participants were divided into indicator clusters based on their individual preferences. Seventy-four individuals participated in the virtual stakeholder meetings, 7 (9.46 percent) of which self-identified as parents.

The first of six meetings in November 2021 included an introduction and overview of the target setting process from Kara Waldron, the leader of the IDEA Monitoring and Data Team at that time, and Mary Watson, Ohio's state liaison from the IDEA Data Center. Both Kara and Mary served as facilitators for the full group meetings. Indicator clusters then broke out into individual virtual spaces to review fact sheets for their assigned indicators and begin to share and review themes from public comment. Facilitators addressed questions from previous meetings in each of the second, third and fourth meetings. Each cluster moved at their own pace in each of these meetings, with Dispute Resolution finishing earlier than other clusters and Assessment needing an additional meeting. During each of these meetings, each cluster finished reviewing their fact sheets and themes from public comment, reviewed and came to consensus on one set of target options and finalized a rationale. Each indicator cluster presented a summary of their fact sheet and discussion as well as final recommendations for target options in the fifth and sixth virtual stakeholder meetings, ending in December 2021.

Final targets were reported via Ohio's Annual Performance Report in February 2022. The Department updated the department webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>) with the final targets and notified stakeholders through an EdConnection article in April 2022.

Historical Data

Baseline Year	Baseline Data
2005	50.60%

FFY	2018	2019	2020	2021	2022
Target >=	42.00% - 50.00%	42.00%-51.00%	8.00%	16.00%	24.00%
Data	36.07%	0.00%	0.00%	0.00%	100.00%

Targets

FFY	2023	2024	2025
Target >=	32.00%	40.00%	48.00%

FFY 2023 SPP/APR Data

3.1(a) Number resolutions sessions resolved through settlement agreements	3.1 Number of resolutions sessions	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
0	21	100.00%	32.00%	0.00%	Did not meet target	Slippage

Provide reasons for slippage, if applicable

The dispute resolution meeting numbers are impacted because parties waive the resolution meetings in order to participate in mediation. Additionally, some due process complaints may have been withdrawn prior to the deadline by which resolution meetings need to occur.

Provide additional information about this indicator (optional)

15 - Prior FFY Required Actions

None

15 - OSEP Response

15 - Required Actions

Indicator 16: Mediation

Instructions and Measurement

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Data Source

Data collected under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the EDFacts Metadata and Process System (EMAPS)).

Measurement

Percent = $(2.1(a)(i) + 2.1(b)(i))$ divided by 2.1 times 100.

Instructions

Sampling is not allowed.

Describe the results of the calculations and compare the results to the target.

States are not required to establish baselines or targets if the number of mediations is less than 10. In a reporting period when the number of mediations reaches 10 or greater, develop baseline and targets and report on them in the corresponding SPP/APR.

States may express their targets in a range (e.g., 75-85%).

If the data reported in this indicator are not the same as the State's data under IDEA section 618, explain.

States are not required to report data at the LEA level.

16 - Indicator Data

Select yes to use target ranges

Target Range is used

Prepopulated Data

Source	Date	Description	Data
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/13/2024	2.1 Mediations held	141
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/13/2024	2.1.a.i Mediations agreements related to due process complaints	26
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/13/2024	2.1.b.i Mediations agreements not related to due process complaints	103

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

Targets: Description of Stakeholder Input

The Ohio Department of Education and Workforce (The Department) collaborated with Mary Watson, Ohio's state liaison at the IDEA Data Center for guidance and feedback throughout the entirety of the target setting process. In August 2021, the Department developed a fact sheet for each indicator for which targets were to be set. Multiple data specialists and programmatic experts across the department collaborated to develop each fact sheet. Fact sheets are organized by guiding questions to facilitate individual review of each indicator. Each fact sheet contains data visualizations and narrative describing the indicator measurement, changes to the indicator, data and programmatic considerations, the state's performance over time, two sets of proposed target options and a rationale for each set. Fact sheets are available via The Department's special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The Department created an email address specifically for target setting. This email address (specialtargeteds@education.ohio.gov) was shared with stakeholders via the target setting webpage and used for all external communication regarding target setting.

Indicator fact sheets were posted to the target setting webpage for public comment in September 2021. The Department requested public comment on the proposed target options for each indicator. For each indicator, stakeholders were encouraged to comment with which set of target options they preferred and why. The public comment period was open for five weeks. Commenters were also invited to be part of a virtual stakeholder group that held a series of meetings between November and December to review all public input and finalize the targets across indicators.

The Department provided several reminders of public comment via multiple modes, including one direct email to the 11 largest urban districts in the state, three articles in EdConnection (the Department's newsletter to districts), three articles in the weekly state support team newsletter, one email to the Family Collaborative listserv, and one article to the GovDelivery listserv. Communications delivered multiple reminders via social media outlets, including two posts each to Facebook and LinkedIn, as well as nine Twitter posts. A total of 438 comments were collected on all 11 indicators. Seventy-one (16.21 percent) of these comments were from individuals who self-identified as parents. Forty-seven people expressed interest in the virtual stakeholder group, thirteen (27.66 percent) of which self-identified as parents.

During the public comment period, the Department also presented and discussed target options with various stakeholder groups, including Buckeye Association of School Administrators, Deaf Education Network, Disability Rights Ohio, Disparities and Cultural Competence Advisory Committee, Early Childhood State Leadership Team, Guiding Coalition, Ohio Association of Pupil Services Administrators, Ohio Center for Deaf-Blind Education, Ohio Center for Deaf-Blind Education Advisory Board, Ohio Department of Education and Workforce staff, Ohio School Boards Association, Professionals Serving Students with Visual Impairments, State Advisory Panel for Exceptional Children, State Support Team Directors, the State Support Team/Office for Exceptional Children Workgroup, and attorneys from parent advocacy groups. The DEW also held two meetings with the Family Collaborative,

including Ohio Center for Autism and Low Incidence (OCALI) Family and Community Outreach Center, the Outreach Center for Deaf and Blindness, Ohio Statewide Family Engagement Center Advisory Council, the Parent Training and Information Center at the Ohio Coalition for the Education of Children with Disabilities, Department of Developmental Disabilities Family Group, and Parent Mentors of Ohio.

The Department sent invitations to participate in the virtual stakeholder group in November 2021. The Department invited stakeholders who expressed interest in participating via the public comment period as well as individuals who had recently participated in other special education stakeholder groups for the agency. Two-hundred one invitations were sent, 128 (51 percent) to individuals who self-identified as parents.

The Department held six two-hour virtual stakeholder meetings in November and December 2021 to review public comment and recommend final targets for each indicator. Indicators were divided into six clusters based on like measures, as follows: Exiting (indicators 1, 2 and 14), Assessment (indicator 3), Discipline and School-age Environments (indicators 4a and 5), Preschool Environments and Outcomes (indicators 6 and 7), Family Involvement (indicator 8) and Dispute Resolution (indicators 15 and 16). Each indicator cluster was facilitated by programmatic experts within the state agency. Participants were divided into indicator clusters based on their individual preferences. Seventy-four individuals participated in the virtual stakeholder meetings, 7 (9.46 percent) of which self-identified as parents.

The first of six meetings in November 2021 included an introduction and overview of the target setting process from Kara Waldron, the leader of the IDEA Monitoring and Data Team at that time, and Mary Watson, Ohio's state liaison from the IDEA Data Center. Both Kara and Mary served as facilitators for the full group meetings. Indicator clusters then broke out into individual virtual spaces to review fact sheets for their assigned indicators and begin to share and review themes from public comment. Facilitators addressed questions from previous meetings in each of the second, third and fourth meetings. Each cluster moved at their own pace in each of these meetings, with Dispute Resolution finishing earlier than other clusters and Assessment needing an additional meeting. During each of these meetings, each cluster finished reviewing their fact sheets and themes from public comment, reviewed and came to consensus on one set of target options and finalized a rationale. Each indicator cluster presented a summary of their fact sheet and discussion as well as final recommendations for target options in the fifth and sixth virtual stakeholder meetings, ending in December 2021.

Final targets were reported via Ohio's Annual Performance Report in February 2022. The Department updated the department webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>) with the final targets and notified stakeholders through an EdConnection article in April 2022.

Historical Data

Baseline Year	Baseline Data
2005	83.50%

FFY	2018	2019	2020	2021	2022
Target >=	77.00% - 85.00%	77.00%-85.00%	77.00%-85.00%	77.00%-85.00%	78.00%-86.00%
Data	81.76%	80.00%	77.24%	77.12%	84.46%

Targets

FFY	2023 (low)	2023 (high)	2024 (low)	2024 (high)	2025 (low)	2025 (high)
Target >=	79.00%	87.00%	80.00%	88.00%	84.00%	88.00%

FFY 2023 SPP/APR Data

2.1.a.i Mediation agreements related to due process complaints	2.1.b.i Mediation agreements not related to due process complaints	2.1 Number of mediations held	FFY 2022 Data	FFY 2023 Target (low)	FFY 2023 Target (high)	FFY 2023 Data	Status	Slippage
26	103	141	84.46%	79.00%	87.00%	91.49%	Met target	No Slippage

Provide additional information about this indicator (optional)

16 - Prior FFY Required Actions

None

16 - OSEP Response

16 - Required Actions

Indicator 17: State Systemic Improvement Plan

Instructions and Measurement

Monitoring Priority: General Supervision

The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Measurement

The State's SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities. The SSIP includes each of the components described below.

Instructions

Baseline Data: The State must provide baseline data that must be expressed as a percentage, and which is aligned with the State-identified Measurable Result(s) (SiMR) for Children with Disabilities.

Targets: In its FFY 2020 SPP/APR, due February 1, 2022, the State must provide measurable and rigorous targets (expressed as percentages) for each of the six years from FFY 2020 through FFY 2025. The State's FFY 2025 target must demonstrate improvement over the State's baseline data.

Updated Data: In its FFYs 2020 through FFY 2025 SPPs/APRs, due February 2022 through February 2027, the State must provide updated data for that specific FFY (expressed as percentages) and that data must be aligned with the State-identified Measurable Result(s) Children with Disabilities. In its FFYs 2020 through FFY 2025 SPPs/APRs, the State must report on whether it met its target.

Overview of the Three Phases of the SSIP

It is of the utmost importance to improve results for children with disabilities by improving educational services, including special education and related services. Stakeholders, including parents of children with disabilities, local educational agencies, the State Advisory Panel, and others, are critical participants in improving results for children with disabilities and should be included in developing, implementing, evaluating, and revising the SSIP and included in establishing the State's targets under Indicator 17. The SSIP should include information about stakeholder involvement in all three phases.

Phase I: Analysis:

- Data Analysis;
- Analysis of State Infrastructure to Support Improvement and Build Capacity;
- State-identified Measurable Result(s) for Children with Disabilities;
- Selection of Coherent Improvement Strategies; and
- Theory of Action.

Phase II: Plan (which, in addition to the Phase I content (including any updates)) outlined above):

- Infrastructure Development;
- Support for local educational agency (LEA) Implementation of Evidence-Based Practices; and
- Evaluation.

Phase III: Implementation and Evaluation (which, in addition to the Phase I and Phase II content (including any updates)) outlined above):

- Results of Ongoing Evaluation and Revisions to the SSIP.

Specific Content of Each Phase of the SSIP

Refer to FFY 2013-2015 Measurement Table for detailed requirements of Phase I and Phase II SSIP submissions.

Phase III should only include information from Phase I or Phase II if changes or revisions are being made by the State and/or if information previously required in Phase I or Phase II was not reported.

Phase III: Implementation and Evaluation

In Phase III, the State must, consistent with its evaluation plan described in Phase II, assess and report on its progress implementing the SSIP. This includes: (A) data and analysis on the extent to which the State has made progress toward and/or met the State-established short-term and long-term outcomes or objectives for implementation of the SSIP and its progress toward achieving the State-identified Measurable Result(s) for Children with Disabilities (SiMR); (B) the rationale for any revisions that were made, or that the State intends to make, to the SSIP as the result of implementation, analysis, and evaluation; and (C) a description of the meaningful stakeholder engagement. If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision.

A. Data Analysis

As required in the Instructions for the Indicator/Measurement, in its FFYs 2020 through 2025 SPPs/APRs, the State must report data for that specific FFY (expressed as actual numbers and percentages) that are aligned with the SiMR. The State must report on whether the State met its target. In addition, the State may report on any additional data (e.g., progress monitoring data) that were collected and analyzed that would suggest progress toward the SiMR. States using a subset of the population from the indicator (e.g., a sample, cohort model) should describe how data are collected and analyzed for the SiMR if that was not described in Phase I or Phase II of the SSIP.

B. Phase III Implementation, Analysis and Evaluation

The State must provide a narrative or graphic representation, (e.g., a logic model) of the principal activities, measures and outcomes that were implemented since the State's last SSIP submission (i.e., February 1, 2024). The evaluation should align with the theory of action described in Phase I and the evaluation plan described in Phase II. The State must describe any changes to the activities, strategies, or timelines described in Phase II and include a rationale or justification for the changes. If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision.

The State must summarize the infrastructure improvement strategies that were implemented, and the short-term outcomes achieved, including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up. The State must describe the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next fiscal year (e.g., for the FFY 2023 APR, report on anticipated outcomes to be obtained during FFY 2024, i.e., July 1, 2024-June 30, 2025).

The State must summarize the specific evidence-based practices that were implemented and the strategies or activities that supported their selection and ensured their use with fidelity. Describe how the evidence-based practices, and activities or strategies that support their use, are intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g., behaviors), parent/caregiver outcomes,

and/or child outcomes. Describe any additional data (e.g., progress monitoring data) that was collected to support the on-going use of the evidence-based practices and inform decision-making for the next year of SSIP implementation.

C. Stakeholder Engagement

The State must describe the specific strategies implemented to engage stakeholders in key improvement efforts and how the State addressed concerns, if any, raised by stakeholders through its engagement activities.

Additional Implementation Activities

The State should identify any activities not already described that it intends to implement in the next fiscal year (e.g., for the FFY 2023 APR, report on activities it intends to implement in FFY 2024, i.e., July 1, 2024-June 30, 2025) including a timeline, anticipated data collection and measures, and expected outcomes that are related to the SiMR. The State should describe any newly identified barriers and include steps to address these barriers.

17 - Indicator Data

Section A: Data Analysis

What is the State-identified Measurable Result (SiMR)?

The Ohio Department of Education and Workforce's (the Department) State Systemic Improvement Plan (SSIP) for federal fiscal years 2020-2025 will ensure students with disabilities are making progress toward graduation and successful post-school outcomes. The State-identified Measurable Result (SiMR) focuses on Indicator 1: the percentage of youth with individualized education programs exiting special education due to graduating with a regular high school diploma. Specifically, Ohio's SSIP, Each Child On Track, will increase the percentage of students with a disability graduating with a regular high school diploma to 70% by the 2025-2026 school year.

Has the SiMR changed since the last SSIP submission? (yes/no)

NO

Is the State using a subset of the population from the indicator (e.g., a sample, cohort model)? (yes/no)

YES

Provide a description of the subset of the population from the indicator.

The population subset for the indicator is comprised of the districts participating in Cohort 1 of the project. Cohort 1 joined the project in 2022. It consists of six traditional school districts. There are approximately 4,000 students, 700 of which are students with disabilities, in Cohort 1. Cohort 1 completed year 2 and entered into year 3 of implementation in this reporting period. Cohort 1 districts focus on graduation rates for all students, with and without disabilities, in grades 9-12. This also includes students served outside of the main campus, such as at a career-technical education center that serves the district. Each of the districts in Cohort 1 has only one high school.

Is the State's theory of action new or revised since the previous submission? (yes/no)

NO

Please provide a link to the current theory of action.

Ohio's Theory of Action for Each Child On Track can be found on the project Padlet at the following link: <https://padlet.com/educationohio/indicator-17-u1etnqx3v485273>.

Progress toward the SiMR

Please provide the data for the specific FFY listed below (expressed as actual number and percentages).

Select yes if the State uses two targets for measurement. (yes/no)

NO

Historical Data

Baseline Year	Baseline Data
2023	66.61%

Targets

FFY	Current Relationship	2023	2024	2025
Target	Data must be greater than or equal to the target	66.61%	68.00%	70.00%

FFY 2023 SPP/APR Data

Number of youth with IEPs (ages 14-21) who exited special education due to	Number of all youth with IEPs who exited special education (ages 14-21)	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
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graduating with a regular high school diploma						
127	178	68.45%	66.61%	71.35%	N/A	N/A

Provide the data source for the FFY 2023 data.

The data source being used for the FFY 2023 data is Indicator 1: Graduation. Indicator 1 is calculated using the EdFacts FS009 data source. This indicator measures the percentage of youth with Individualized Education Programs (IEPs) exiting high school with a regular high school diploma.

Please describe how data are collected and analyzed for the SiMR.

The EdFacts FS009 (Children with Disabilities (IDEA) Exiting Special Education) data source and the data from the Department's Education Management Information System (EMIS) are used to calculate Indicator 1. The state takes the number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma. The state then divides that number by the number of all youth with IEPs (ages 14-21) who left high school. The result is the percentage of youth exiting high school with a regular high school diploma.

The following categories of youth with IEPs who exited special education are included in the number of all youth with IEPs who left high school: (a) Graduated with a regular high school diploma; (b) Graduated with a state-defined alternate diploma; (c) Received a certificate; (d) Reached maximum age; or (e) Dropped out.

FFY 2023 (2022-2023 school year) is a new baseline for Indicator 17 based on new methodology that impacts the number of youth with IEPs who exited special education. The FFY 2023 SPP/APR data derives from Indicator 1 data aggregated for the six districts in grades 9-12 in Cohort 1 of the project.

Optional: Has the State collected additional data (i.e., benchmark, CQI, survey) that demonstrates progress toward the SiMR? (yes/no)

YES

Describe any additional data collected by the State to assess progress toward the SiMR.

In addition to the Indicator 1 data reported for Cohort 1, the Department collected and analyzed Indicator 1 data for two additional cohorts participating in the project. Cohort 2, recruited in 2023, consists of 14 schools, 13 traditional school districts, and one virtual charter school. There are approximately 10,100 students, 1,690 of which are students with disabilities. Cohort 2 completed year 1 and entered year 2 of implementation within this reporting period. Cohort 3, recruited in 2024, is the largest and most diverse cohort in the project. Cohort 3 consists of 16 schools, 11 traditional school districts, one career-technical education center, one virtual charter school, and three dropout prevention and recovery charter schools. Cohort 3 has approximately 14,216 students, of which 2,400 are students with disabilities. For FFY 2023, the percentage of students graduating with a regular diploma in Cohort 2 was 68% and Cohort 3 was 62%.

Described below, the Department also collected and analyzed early warning data submitted after each quarterly grading period from the district's student information systems. This data included data on the number of students with disabilities who met thresholds of risk in the areas of attendance, overall course performance, math and English course performance, and behavior. Students were reported as being "off track" if they failed a course, missed 10% or more of instructional time, or received an out-of-school suspension or expulsion. Districts reported this information for all students in grades 9-12, as well as for students with disabilities.

In both Cohorts 1 and 2, the greatest percentage of students with disabilities were "off-track" in attendance.

Cohort 1

During the 2023-2024 school year, the percentage of students with disabilities who were "off track" in attendance in Cohort 1 ranged from a low of 29% in Quarter 1 to a high of 40% in Quarter 3. Overall, there was a decreasing trend in the percentage of students with disabilities who were "off-track" in attendance in 2023-2024 relative to Quarter 3 and Quarter 4 of 2022-2023.

For behavior, there was a decrease in the percentage of students with disabilities who were "off track" the 2023-2024 school year relative to the 2022-2023 school year for Cohort 1. The percentage of students with disabilities who were "off track" in behavior dropped from a high of 11% in Quarters 2 and 4 of 2022-2023 to a low of 4% in Quarter 3 of 2023-2024.

A decrease in the percentage of students with disabilities who were "off track" in course performance during the 2023-2024 school year relative to the 2022-2023 school year was also noted for Cohort 1. The percentage of students with disabilities who were "off track" in course performance dropped from a high of 39% in quarters 3 and 4 of 2022-2023 to a low of 21% in Quarter 1 of 2023-2024.

Cohort 2

During the 2023-2024 school year, the percentage of students with disabilities who were "off track" in attendance was relatively stable for Cohort 2. The range is from a low of 39% in Quarter 1 and Quarter 4 to a high of 41% in Quarter 2.

The percentage of students with disabilities who were "off track" in behavior for Cohort 2 remained relatively stable during the 2023-2024 school year at about 12%.

The percentage of students with disabilities who were "off track" in course performance in Cohort 2 districts decreased each quarter in the 2023-2024 school year, from a high of 38% in Quarter 1 to a low of 32% in Quarter 4.

Cohort 3 early warning data was not yet available for this reporting period.

Did the State identify any general data quality concerns, unrelated to COVID-19, which affected progress toward the SiMR during the reporting period? (yes/no)

NO

Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? (yes/no)

NO

Section B: Implementation, Analysis and Evaluation

Please provide a link to the State's current evaluation plan.

A link to Ohio's current evaluation plan can be found on a project Padlet using this address: <https://padlet.com/educationohio/indicator-17-u1etmqx3v485273>.

Is the State's evaluation plan new or revised since the previous submission? (yes/no)

NO

Provide a summary of each infrastructure improvement strategy implemented in the reporting period:

Governance

The project team structures at the state, regional, and local levels have been carefully developed to ensure systems integration and opportunities for horizontal and vertical level support and collaboration. Project leadership meets weekly to develop and progress monitor project timelines and activities, as well as convenes quarterly Department Leadership Meetings, quarterly State Support Team (SST) Implementation Team meetings, bi-weekly Department Design and Implementation Team meetings, monthly meetings with the External Evaluation Team, and bi-weekly meetings with office leadership. An external stakeholder group was formed in January 2024 and continues to meet quarterly.

Data and Quality Standards

Districts in all three cohorts submit Early Warning Systems Data and Expectation and Implementation Rubric data to the External Evaluation Team within two weeks of the end of each grading period using uniform data collection templates. Districts also submit artifacts, including meeting agendas and notes, team rosters, action plans and policy documents, to provide evidence of implementation of rubric activity.

Early Warning Data: SSIP districts continued to pull early warning data for all students in grades 9-12 who were at risk for not graduating with a regular diploma based on the following indicators and thresholds (quality standards): 1) attendance – 10% or more absences within a grading period; 2) course performance – failing any credit-bearing course; and 3) behavior – any suspension or expulsion within a grading period from student information systems. The Early Warning System data collection sheet was updated to include more accurate student counts for districts that utilize block scheduling. The Design and Implementation and External Evaluation Teams worked with Cohort 3 dropout prevention and recovery schools to identify individualized thresholds for the attendance, course performance, and behavior early warning indicators that better reflect student risk status in the unique environment in which these schools operate. While these data will not be included in the aggregate analysis, every school's data will be tracked. Project leadership is looking for commonalities within these thresholds that could be used by other dropout prevention and recovery schools to identify students who are at-risk for not graduating with a regular diploma.

The newly hired data consultant facilitated a monthly community of practice with SST Implementation Team data contacts from all cohorts to discuss the use of consistent, common messaging and strategies to create district early warning data visualizations and use protocol to review and analyze early warning data. The new data consultant and project leadership also met individually with each district and SST Implementation data contact on a quarterly basis to provide customized data support and ensure consistent and accurate data submission. A data meeting was held in September 2024 for SST Implementation Teams and district data contacts to review data collection and visualization for the start of the school year.

Each Child On Track Expectation and Implementation Rubric Data: All District Leadership Teams (DLT) reported progress on the implementation of rubric activities, which include a set of universal policies and practices (quality standards) that establish a foundation to keep students on-track for graduating with a regular high school diploma and on the path to postsecondary success. Several of the universal policies and practices are current federal and state requirements, therefore helping districts meet compliance and implement project activities with fidelity. Based on External Stakeholder Team feedback, the Expectation and Implementation Rubric data collection sheet was updated to include the targeted audience for school climate surveys and how survey data is used.

Professional Development/Technical Assistance

SST Implementation Teams: The Design and Implementation Team conducted virtual quarterly meetings to address identified needs from the Early Warning Data and Expectation and Implementation Monitoring Rubric data collections. These cohort-specific meetings allowed for differentiated and targeted support.

A series of three virtual "onboarding" learning sessions were held for Cohort 3 SST Implementation Teams in April through August 2024. The sessions introduced the project components and timelines and provided foundational information on project content areas, including attendance, graduation requirements, predictors of postsecondary success for students with disabilities, adolescent literacy, mathematics, career advising, multi-tiered systems of support, career technical education, and early warning systems. An end-of-school year virtual meeting was held in June 2024 for Cohorts 1 and 2 SST Implementation Teams to reflect upon enablers and barriers to implementation, revise strategies, and plan for further implementation.

SST Implementation Teams received targeted technical assistance from the Design and Implementation Team based on the needs of their participating district's Capacity Building and Expectation and Implementation Rubric data. Key areas of focus included data collection, visualization, review and analysis, and matching supports and interventions to identified needs.

SST Implementation Teams and School Districts: A statewide in-person showcase for Cohort 1 and 2 districts and SST Implementation Teams took place in April 2024. Several members of the External Stakeholder Team attended virtually to provide input to districts. Cohort 3 SST Implementation Teams and districts attended a regional in-person start-of-the school year meeting in August and September 2024 to prepare for year 1 implementation. Project leadership met quarterly with each SST Implementation Team and district data contact to review the quality of the early warning data that districts would be submitting to the External Evaluation Team and to identify strategies to effectively share the data with district leadership teams. In August 2024, Cohort 1 districts began year three of implementation where a gradual release of technical assistance from project leadership and SST Implementation Teams began and a virtual community of practice was introduced. The community of practice assists in the transition from SST Implementation Team support and creates opportunities for peer support and collaboration. Cohort 2 districts will join the community of practice in September 2025 and Cohort 3 in September 2026.

Fiscal

The Department maintains a Memorandum of Understanding between each SSIP district, which details project expectations and the use of funds. It delineates the roles, responsibilities, and expectations for the project, as well as the tools that will be used in data collection and elements for which districts will receive funding. Funding for year 1 (currently Cohort 3 districts) is available for stipends for district "champions" to develop the organizational structures needed to complete project activities, substitute reimbursement as applicable for team member attendance at meetings, regional meeting mileage reimbursement, and stipends for the district data contact to manage early warning data. Funding increases for districts in year 2 (currently Cohort 2) and beyond (currently Cohort 1), to cover stipends, substitutes, and mileage, and to purchase resources for supports and interventions that address needs identified by project data. Early warning data and the Each Child On Track Expectation and Implementation Rubric data were utilized by Cohorts 1 and 2 to select universal supports and targeted and intensive interventions to implement at the district or high school building, with an emphasis on how these directly impact students with disabilities. At the time of reporting, supports and interventions have been approved and funded for all six schools in Cohort 1 and 12 of the 14 districts in Cohort 2.

Describe the short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Please relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up.

Governance

Data supports that the project team structures at the state, regional, and local levels have supported systems integration and opportunities for horizontal and vertical level support and collaboration. Findings from interviews conducted by the External Evaluation Team with Cohorts 1 and 2 district personnel indicate that districts have improved alignment of initiatives that support secondary transition-age students. This alignment, which supports system change necessary for the achievement of the SiMR, is a direct result of increased collaboration and improved communication among staff as part of the project. District personnel shared that the project has resulted in greater focus on students with disabilities in district data analysis, policies, and

supports. These areas of improvement have a direct impact on sustainability of systems improvement effort and scale-up. Overall, Cohort 1 and 2 district capacity surveys results show that districts perceive their teams have gained capacity while participating in the project. SST Implementation Teams in both cohorts also perceive that their teams' capacity has increased. These increases ensure project participants feel comfortable and competent to implement, sustain, and scale project activities that promote systems change and achievement of the SiMR.

Data and Quality Standards

Early Warning Data: The district capacity survey results indicate approximately a 30 percentage point increase in Cohort 1 districts reporting moderate or high capacity in the area of data use. The SST Implementation Team data contacts continued monthly meetings, during which they shared best practices for creating data visualizations and strategies to support district data contacts and teams to effectively review and interpret early warning data. **Each Child On Track Expectation and Implementation Rubric Data:** Progress toward implementing project activities was measured by the Expectation and Implementation Rubric. Cohort 1 data indicate that there was approximately a 30 percentage point increase in districts that reported the use of an Early Warning System Tool as In Progress or Quality. In fact, 100% percent of the six districts in Cohort 1 reported use of an Early Warning Tool at this level. Progress on other Expectation and Implementation Rubric data aligned to evidence-based practices will be described later in this report.

Professional Development/Technical Assistance

State Support Team Implementation Teams: Post event surveys completed by Cohorts 1, 2 and 3 SST Implementation Teams indicated the Design and Implementation Team provided high-quality learning sessions that increased participants' knowledge of key project content. Data collected from a sample of post event surveys indicated that 94% of participants rated the quality as good or excellent and 90% rated the sessions as moderately or greatly useful.

As described earlier in this report, while district and SST Implementation Teams reported an increase in capacity, there are opportunities for growth. SST Implementation Team Capacity Surveys highlighted a need for Department support in several areas, including coaching to address barriers in participating districts, data use, mathematics, adolescent literacy, and career advising. District personnel reported a need for support in the areas of communication, collaboration, multi-tiered systems of support, interventions and data use, and support for students with disabilities. District Early Warning Intervention and Monitoring Systems (EWIMS) Fidelity Surveys indicated that teams need support in assigning students to appropriate interventions and monitoring student progress within these interventions. Professional development and technical assistance were provided to address several of these areas and are described in detail in the new infrastructure improvement strategies section.

Fiscal

Each of the thirty-six districts currently participating in the project has submitted a signed Memorandum of Understanding which outlines expectations for implementing the project and use of funds. Funds have been transferred to these districts for use as previously described in this report. At the time of reporting, supports and interventions have been approved by the Design and Implementation team and funded for each of the six schools in Cohort 1 and 12 of the 14 districts in Cohort 2. Examples of supports and interventions that have been purchased with these funds include Check and Connect and math coaches. Districts have been asked to explicitly explain how these supports and interventions will impact students with disabilities. Overall, these funds will impact progress toward meeting the SiMR.

Did the State implement any new (newly identified) infrastructure improvement strategies during the reporting period? (yes/no)

YES

Describe each new (newly identified) infrastructure improvement strategy and the short-term or intermediate outcomes achieved.

Governance

Math Specialist Position: In 2024, the Office of Academic Success and Office for Exceptional Children were unsuccessful in fulfilling a newly created Education Program Consultant position. A second application and potential hiring round was completed in the Fall of 2024. A candidate to fill the vacant position has been identified and the Department is optimistic that the new hire will start in August 2025. Once onboard, the new Educational Program Specialist will support the design and implementation of effective math instructional practices specifically for the benefit of students who receive special education services in Ohio. It is anticipated this employee will then develop and manage regional mathematics specialist positions.

Support Personnel: Two State Support Team members with expertise in the areas of data visualization and systemic improvement have twenty days each in the 2024-2025 school year to assist the Design and Implementation Team in supporting areas of need identified in SST Implementation Team and district capacity surveys.

External Stakeholder Team: To improve project quality and increase progress toward the SiMR, an External Stakeholder Team of national, state, regional and local partners was formed at the beginning of this project. External Stakeholder Team members virtually attended the spring 2024 state showcase with Cohorts 1 and 2 schools. Attendees participated in breakout sessions around topical areas such as attendance and multi-tiered systems of support. External Team members provided feedback and resources related to these topics.

State Personnel Development Grant Team Collaboration: Project leadership continues to partner with the State Personnel Development Grant (SPDG) Team to enhance the professional development provided around multi-tiered systems of support and to enhance alignment of the projects. One of the Cohort 3 districts is participating in both the Each Child on Track and the SPDG projects. Department leadership teams are creating a crosswalk to illustrate the areas in which the projects can be integrated to maximize student impact and build sustainability of the SPDG project.

Professional Development

State Support Team Implementation Teams: SST Implementation Team Capacity Surveys for Cohorts 1 and 2 indicated a need for additional professional development in the areas of attendance, adolescent literacy, attendance, mathematics, multi-tiered systems of support, and career advising. The Design and Implementation Team provided professional development sessions and resources in the areas of attendance and adolescent literacy during spring and fall 2024.

A two-part webinar series titled "Each Child on Track Spotlight on Attendance Part I and II" was held in March and April 2024 for SST Implementation Teams. These ninety-minute sessions address a variety of topics included, chronic absence vs. average daily attendance/truancy, why students miss school/parents do not send students to school, crucial mindset shifts for effective intervention, gathering qualitative data, student participation in the attendance intervention planning and implementation process, school board policies on attendance, and attendance intervention resources. Within one of these sessions, a cohort district highlighted steps that they have taken to address attendance since joining the project. Given that students with disabilities were most often found at-risk in attendance, these sessions provided much-needed information for SST Implementation Teams to use with DLTs.

In October and November 2024, three "spotlight" sessions on adolescent literacy were offered for all SST Implementation Teams. These virtual ninety-minute sessions were presented by Department-trained regional adolescent literacy specialists, which allowed SST Implementation Team members to meet adolescent literacy coaches from their respective areas. The session titles included, Overview of Adolescent Literacy and the 6-12 Implementation Guide, Intro to Literacy Assessment for Adolescents, and Using Data to Design Intervention. These sessions focused on an introduction to the science of reading and an overview of the major theoretical frameworks that anchor Ohio's Plan to Raise Literacy Achievement such as The Simple View of Reading. The sessions also provided strategies and resources that SST Implementation Teams could immediately use to assist districts with the implementation of adolescent literacy-based activities required within the project. A range of 30-60 SST Implementation Team members attended the sessions. The sessions were recorded and posted on the project Padlet for on-demand access. Feedback was positive, and one participant wrote in the chat, "We want more adolescent literacy sessions!" The Design and Implementation Team will follow-up sessions for SST Implementation Teams to share examples of progress and collaboratively strategize ways to address barriers to implementation.

In addition to the three-part series, participants have access to self-paced training opportunities via Ohio's Learning Management System and Literacy Academy on Demand.

In addition to learning sessions, the Design and Implementation Team continues to embed materials and strategies created by the State Personnel Development Grant Team related to development and implementation of a multi-tiered system of support during project quarterly learning sessions for SST Implementation Teams. The Design and Implementation Team is encouraged to see the Cohort 2 district involved in the SSIP and SPDG integrate these state initiatives and will share examples of this integration in future learning sessions.

State Support Team Implementation Teams and School Districts: Cohort 1 DLTs participated in a quarterly community of practice facilitated by the new project support personnel for which systems change, project sustainability, and scaling are areas of expertise. The community of practice will allow peer-to-peer networking and problem-solving which will ultimately lead to self-sustaining project implementation.

Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.

Governance

Cohort 1 SST Implementation Teams and DLTs will continue to participate in the community of practice facilitated by the Design and Implementation Team. Cohort 2 SST Implementation Teams will decrease the supports for Cohort 2 DLTs during the 2024-2025 school year. Cohort 2 SST Implementation Teams and DLTs will participate in the community of practice with Cohort 1. As mentioned earlier in this report, the community of practice will allow the project to scale, build district capacity to sustain project activities, and provide districts on ongoing system of support with peers. Districts in Cohort 2 can access the State Support Teams should additional technical assistance or support be necessary. Cohort 3 SST Implementation Teams will continue to support Cohort 3 DLTs during the 2024-2025 school year. Cohort 3 will be in year 2 of implementation during the 2025-2026 school year. Here, DLTs develop a scope of work to purchase and implement supports and interventions based on identified needs from early warning data review and root cause analysis, as well as Expectation and Implementation Rubric data. Project leadership will begin recruitment for Cohort 4 in the spring of 2025 with plans for the districts to implement during the 2025-2026 school year. Cohort 3 SST Implementation Teams and DLT members will represent a diverse set of knowledge and skills. Teams will include an administrator who can assist with systems integration, along with team members who possess the knowledge and skills outlined in the Each Child On Track Expectation and Implementation Rubric. The Design and Implementation Team and SST Implementation Teams will also include members of educational service centers which will increase implementation capacity. The manner in which Cohort 4 will be supported after the Each Child Project has ended has not yet been determined but discussion will begin in early 2025. Math Specialist Position: Once onboard, the new Educational Program Specialist in mathematics will support the design and implementation of effective math instructional practices specifically for the benefit of students who receive special education services in Ohio. It is anticipated this employee will then develop and manage regional mathematics specialist positions.

Support Personnel: It is anticipated that the two State Support Team members will continue with the same number (twenty) or more days during the next reporting period. These individuals have expertise in data use and systems change, as well as a working knowledge of the State Support Team structure and the early warning intervention and monitoring system. These attributes not only increase the quality of professional development and technical assistance but also allow for customized peer support.

External Stakeholder Team: Project leadership will continue to utilize the expertise of External Stakeholder Team members to provide feedback and guidance on project activities, particularly implementation of evidence-based interventions.

State Personnel Development Grant Team Collaboration: Project Leadership will recruit more districts that are participating in the State Personnel Development Grant for Cohort 4. Leadership from both projects will look to integrate materials and strategies toward one comprehensive multi-tiered system of support.

Data and Quality Standards

Throughout the remainder of the project, the SST Implementation Team data contacts will continue to meet each month to discuss data needs of the districts. They will begin to include district data contacts to build capacity and sustainability of the work of this project.

Each cohort will continue to make progress toward the "Quality" rating within the Expectation and Implementation Rubric, which will help districts establish a foundation to keep students on-track for graduating with a regular high school diploma and on the path to postschool success.

Professional Development

Career advising sessions will be held by the Design and Implementation Team in winter 2025. These sessions will foster increased career awareness and promote greater access to work experience, which are predictors of postschool success for students with disabilities. Participants will receive coaching to develop comprehensive career advising policies and learn strategies to support students with disabilities within district business advisory council plans. The Design and Implementation Team will also offer learning sessions on the Predictors of Postschool Success for Students with Disabilities, highlighting project activities that incorporate the predictors and sharing strategies to integrate these predictors into the district One Plan (continuous improvement plan).

Cohort 2 DLTs and SST Team Implementation Teams will participate in the Establishing Families as Partners in the Secondary Transition Planning Process learning experience in spring and summer of 2025. Cohort 3 teams will participate in fall 2025 and spring 2026. This learning experience will help team members identify strategies to enhance family engagement, particularly for high school students with disabilities, and develop a plan to increase family engagement. This engagement is essential for ensuring students with disabilities remain on the path to graduation with a regular diploma. All professional development sessions will receive high quality ratings on post event surveys completed by participants.

The Design and Implementation Team will work with Department team members in the Office for Exceptional Children to integrate foundational and advanced coaching strategies into SST Implementation Team learning sessions. This coaching is more fully described in the evidence-based practices section of this report.

Fiscal

A Memorandum of Understanding will be signed by the Department and all cohort districts each fiscal year. Funds will be distributed and allocated based on the district's cohort and year of participation. For the 2024-2025 school year, Cohort 1 and 2 districts will use early warning data and the Each Child On Track Expectation and Implementation Rubric to select universal supports and targeted and intensive interventions to implement at the district or high school building levels. Once approved by the Design and Implementation Team, funds will be provided for professional development and materials needed for the effective implementation. Cohort 1 districts will receive funds for stipends/substitutes to participate in the community of practice and Cohort 2 districts will receive funds for stipends/substitutes to participate in the Establishing Families as Partners in the Secondary Transition Planning Process learning experience. Cohort 2 and 3 districts will continue to receive funds for the district data contact to manage data within the Early Warning System Tool. Cohort 3 districts will receive stipends for district "champions" to develop the organizational structures needed to complete project activities, substitute and mileage and a stipend for the district data contact to manage data within the Early Warning System Tool.

List the selected evidence-based practices implement in the reporting period:

The Design and Implementation Team has provided professional development to the Cohort 1, 2 and 3 SSTs which have in turn provided professional development to DLTs on the following evidence-based practices:

- Early Warning Systems Tool with research-based indicators and thresholds (Allensworth and Easton, 2007; Balfanz, 2009; Rumberger, et al., 2017)
- Early Warning Intervention and Monitoring System (Faria, et al., 2017) integrated within the Ohio Improvement Process
- Predictors of Postschool Success for Students with Disabilities (Mazzotti, et al., 2020); (NTACT: C, 2021)

Provide a summary of each evidence-based practice.

Early Warning Systems Tool with research-based indicators and thresholds

Each grading period, SSIP districts pulled early warning data from student information systems for both the entire student body in Grades 9-12 and separately for students with disabilities. Cohort 1 pulled data from January 2022-January 2025. Cohort 2 pulled data from August 2023-January 2025. Cohort 3 pulled data from August 2024- January 2025. Data was submitted on the number of students who met thresholds of risk in the areas of attendance, overall course performance, math and English course performance, and behavior. Students were reported as being "off track" if they failed a course, missed 10% or more of instructional time, or received an out-of-school suspension or expulsion.

Early Warning Intervention and Monitoring System (EWIMS) integrated within the Ohio Improvement Process (OIP)

SST Implementation Teams and DLTs participated in professional development on the seven steps of the EWIMS and strategies to align EWIMS into the five-step OIP. DLTs were coached by the SST Implementation Team to inventory and catalog currently available and newly identified supports and interventions for efficient assignment and monitoring. SST Implementation Team members utilized a two-tier coaching framework developed by Michael Siebersma when working with the districts which includes building trust and relationships, using effective communication through questions and active listening, and supporting the right work by encouraging focused goal-setting and enacting follow-through. Foundational Coaching, tier 1, builds the capacity of SST consultants in their application of foundational coaching skills, knowledge, and dispositions to support leaders to meet their professional goals aligned with district and school improvement plans. The intention of Advanced Coaching, tier 2, is for the coach to continue to practice, deepen, and add to their understanding and use of the knowledge and skills within a learning community

Predictors of Postschool Success for Students with Disabilities

Each Child On Track activities are aligned to the essential program characteristics of the Predictors of Postschool Success for Students with Disabilities. Progress toward "Quality" implementation is reported by all Cohort DLTs on a quarterly basis. Predictors and aligned SSIP activities are described below.

Program of study, a research-based predictor of post-school employment, is an individualized set of courses, experiences, and curriculum designed to develop students' academic and functional achievement to support the attainment of students' desired post-school goals. Project activities that support the Program Study predictor include developing and implementing a Local Literacy Plan, creating an English-Language Arts intervention period at the high school provided by a trained professional, and collaboration between high school and grade 7 and 8 math teachers to identify strategies that close high school student learning gaps in mathematics based on Algebra 1 formative assessment and end-of-course data.

Participation in Career Technical Education is an evidence-based predictor of post-school employment and research-based predictor of post-school education. Career Technical Education is a sequence of courses that prepare students for a specific job or career at various levels from trade or craft positions to technical, business, or professional careers. SSIP Districts complete the Serving Students with Disabilities in Career Technical Pathways Self Review Tool, during which a collaborative team reviews district policies and practices related to recruitment, application and selection (admissions), and provision of special education services within career-technical pathways. The SST Implementation and DLTs must include a representative from career-technical education. District early warning data should include students who attend career-technical centers.

Career Awareness is a promising predictor of post-school education. Participation in occupational courses is a promising predictor of post-school education and employment. Every Ohio district is required to have a career advising policy, which addresses essential program characteristics within the career awareness and occupational course predictors. SSIP Districts must ensure the career advising policy includes all components required by state law and identifies the research-based indicators of attendance, course performance, and behavior as the mechanism by which students in grades 6-12 will be identified as at-risk of dropping out. Districts must place students identified as at risk on a Student Success Plan.

Paid employment/work experience is a promising predictor of post-school independent living and research-based predictor of post-school education and employment. Work study is a research-based predictor of post-school employment. Ohio districts are required to have a Business Advisory Plan in place and participate in Business Advisory Councils. To address essential program characteristics of paid employment/work experience and work study, SSIP districts must ensure that Business Advisory Plan goals meet required quality practices and are accessible to all students, including those with disabilities. The Business Advisory Council should meet at least quarterly and include representatives from special education.

Parent expectation is a research-based predictor of post-school employment. Students with disabilities with parents who expected them to get a paid job were more likely to be engaged in post-school employment and education. Parent involvement, a promising indicator of post-school employment, means active and knowledgeable participation in all aspects of transition planning. Interagency collaboration is a promising indicator of post-school education and employment. It is a clear, purposeful, and carefully designed process that promotes cross agency, cross program, and cross disciplinary collaborative efforts that lead to tangible transition outcomes for youth. Essential program characteristics are addressed within the Establishing Families as Partners in the Secondary Transition Planning Process learning experience and each project district will participate during year two of project implementation. Districts are required to disseminate a Student Engagement/School Climate Survey to all students, school personnel, and families of students in grades 9–12 and use the collected data to inform prevention and intervention strategies.

Exit exam/high-school diploma status is a promising predictor of post-school employment. High school diploma status is achieved by completing the requirements of the state awarding the diploma including the completion of necessary core curriculum credits. Ohio districts are required to have a Graduation Policy which addresses several of the essential program characteristics of the exit exam/high school diploma status predictor. Districts are required to complete and annually update a graduation plan for all students in grades 9-12. SSIP districts must have a graduation policy in place that includes early warning data and Progress Toward Graduation Reports to identify students in grades 9-12 who are at-risk for not qualifying for a diploma. All students in grades 9-12 must have a graduation plan. For students with a disability, this plan must also align with the Individualized Education Program (IEP). It is important to note that to earn a regular diploma, students must meet graduation requirements in the same manner as typical peers. Ohio legislation allows students with an IEP to use three additional options to meet graduation requirements and earn a diploma. Graduation plans therefore play a critical role in helping school personnel, families, and students monitor progress toward earning a diploma in the same manner as typical peers and earn a regular diploma.

Provide a summary of how each evidence-based practice and activities or strategies that support its use, is intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g., behaviors), parent/caregiver outcomes, and/or child /outcomes.

Early Warning Systems Tool with research-based indicators and thresholds:

Early warning data has been used by Cohorts 1, 2, and 3 District Leadership Teams (DLT) to identify students who are at-risk of dropping out or not graduating with a regular diploma and to proactively provide supports and interventions. These data can also be used to identify trends that can impact district and building policy and practices.

Early Warning Intervention and Monitoring System (EWIMS) integrated within the Ohio Improvement Process:

Cohorts 1, 2, and 3 DLTs have been provided professional development and technical assistance regarding strategies to integrate EWIMS into the Ohio Improvement Process (OIP). Since many districts already use the Ohio Improvement Process for continuous improvement, this integration will eliminate duplicity. The integration will develop a more robust continuous improvement planning process as district, high school building leadership teams (BLT), and teacher-based teams (TBT) will identify and provide interventions at the respective levels of the educational cascade and establish systemic collaborative structures. These structures will support the development and implementation of focused goals and strategic plans looking at both student academic and non-academic needs. Results from the EWIMS Fidelity Survey indicate that while Cohorts 1 and 2 DLTs have improved their overall use of the EWIMS process, implementation of some of the steps were inconsistent. EWIMS Step, 5 (assign and provide interventions), and 6 (monitor students and interventions) were the lowest rated steps, suggesting an ongoing need for professional development and technical assistance with a focus in these two areas.

Predictors of Postschool Success for Students with Disabilities:

Program of Study: Activities to address high school student learning gaps in mathematics and English language arts will afford more students with disabilities the opportunity to meet graduation requirements and earn a regular diploma.

Participation in Career-Technical Education: Completion of the Serving Students with Disabilities in Career Technical Pathways Self Review Tool, including career technical education personnel on DLTs and reviewing early warning data of students attending career technical centers, will ensure students with disabilities have equitable access to and service delivery within career-technical pathways and opportunities to meet regular graduation requirements.

Career Awareness and Participation in Occupational Courses: When district career-advising policies include all components required by state law and amplify research-based indicators of attendance, course performance, and behavior to identify students in grades 6-12 at risk of dropping out, students with disabilities will have equitable access to all supports and interventions provided within the policy, including the Student Success Plan.

Paid Employment/Work Experience and Work Study: Including a representative from special education on the Business Advisory Council and creating an inclusive Business Advising Plan increases the likelihood that students with disabilities will have equitable access to the same work experiences (such as job shadowing, work-based learning, internships, and apprenticeships) as their typical peers. These experiences can then be applied to competency and readiness requirements for graduation, thus leading to graduation with a regular diploma.

Parent Expectations and Parent Involvement and Interagency Collaboration: Cohort 2 districts will participate in Establishing Families as Partners in the Secondary Transition Planning Process in spring 2025. This learning experience will help school personnel better involve and empower families to engage in the secondary transition planning process and make informed decisions that support their children's successful post-school outcomes. School personnel will also establish relationships with local agencies to collaboratively engage families and provide transition services. Data from the Expectation and Implementation Rubric indicate that each of the Cohort 1 districts and six of the 14 Cohort 2 schools have disseminated climate surveys to families at the time of reporting. Districts are encouraged to use these data when conducting root cause analysis, selecting interventions, and creating universal supports.

Exit Exam/High School Diploma status: When districts ensure that all students in grades 9-12 have a graduation plan in place, students with disabilities will have equitable opportunities to learn about graduation options available to typical peers that lead to a regular diploma.

The Each Child On Track Expectation and Implementation Rubric is the primary tool to monitor implementation of these evidence-based practices.

Cohort 1 districts perceived the most growth related to their development of student success plans, creation of a comprehensive intervention inventory, and inclusion of students with disabilities in business advisory plans. Cohort 2 DLTs perceived the most growth incorporating special education data into the district One Needs Assessment and establishing a comprehensive intervention inventory.

Describe the data collected to monitor fidelity of implementation and to assess practice change.

Each Child On Track Expectation and Implementation Rubric: This rubric assists districts in documenting their completion of project expectations as well as the level of implementation for each expectation. Districts rate each of the 21 rubric indicators as "Needs Improvement," "In-Progress," or "Quality" and provide comments and justification for their ratings. All Cohort 1 districts completed the rubric during Quarters 2, 3, and 4 of the 2022–2023 school year and Quarters 1–4 of the 2023–2024 school year. All Cohort 2 districts completed the rubric during Quarters 1–4 of the 2023–2024 school year.

For Cohort 1 districts, the percentage of rubric indicators rated as "Needs Improvement" dropped from 60% in Quarter 2 of the 2022–2023 school year to 11% in Quarter 4 of the 2023–2024 school year. The percentage of indicators rated as "Quality" increased from 4% to 32%. Indicators with the greatest growth include the extent to which the district has developed Student Success Plans for all at-risk students (83 percentage point increase in districts reporting "In Progress" or "Quality"), implemented a comprehensive intervention inventory (83 percentage point increase in districts reporting "In Progress" or "Quality"), and written a business advisory plan with an emphasis on special education (80 percentage point increase in districts reporting "In Progress" or "Quality").

For Cohort 2 districts, the percentage of rubric indicators rated as "Needs Improvement" dropped from 37% in Quarter 1 to 17% in Quarter 4 of the 2023–2024 school year and the percentage of indicators rated as "Quality" increased from 15% to 24%. Indicators with the greatest growth include the extent to which the district has incorporated special education profile data in the district's needs assessment (50 percentage point increase in districts rating "In Progress" or "Quality") and established a comprehensive intervention inventory (36 percentage point increase in districts rating "In Progress" or "Quality"). Overall results suggest that both Cohort 1 and 2 districts perceive that they made progress in improving implementation of SSIP practices and policies as described in the rubric.

Early Warning Intervention and Monitoring System (EWIMS) Fidelity Survey:

The EWIMS Fidelity Survey assesses the extent to which schools are implementing the 7-step EWIMS process. The survey is based on a rubric that describes practices that represent low, moderate, and high levels of implementation across the seven EWIMS steps. SST Implementation Team members completed the survey in June 2023 for Cohort 1 districts and June 2024 for Cohort 1 and 2 districts. Teams provided a consensus score reflecting the level of implementation for each of the survey items. The total number of moderate or above ratings for each step of the EWIMS process were analyzed. Response rates were 6 of 6 teams in June 2023 and 16 of 20 teams in June 2024.

The greatest area of growth for Cohort 1 was EWIMS Step 7 (Refine Process), with a 50 percentage point increase in moderate and above ratings from June 2023 to June 2024. In addition, there was a 36 percentage point increase in moderate and above ratings on EWIMS Step 4 (Analyze Data). Step 5 (Assign Interventions) and Step 6 (Monitor Students) were rated lowest at both time points with only 8% of ratings at moderate or above for Step 5 in June 2024 and no ratings of moderate or above for Step 6.

For Cohort 2 districts, the lowest rated items were for Step 6 with 74% of ratings indicating low implementation and Step 5 with 59% of ratings indicating low implementation. Step 2 (Use Early Warning Tool) with 90% of ratings indicating moderate or higher implementation was rated highest. Cohort 2 had a higher percentage of moderate or higher ratings at baseline than Cohort 1 did in June 2024 for each step except for Step 4 and Step 7. Overall, these data suggest that most teams are in the beginning stages of assigning interventions and monitoring the progress of students in those interventions.

SST Implementation Team and District Leadership Team Capacity Surveys:

The Capacity Surveys allow district and SST staff to self-assess their team's capacity to lead Each Child On Track at the regional and district levels in areas such as team process, action planning, alignment/integration, training, coaching, and stakeholder engagement. The survey provided information on areas of growth and needs that could impact fidelity of implementation. Identified needs were discussed through the professional development described earlier in this report. Participants rated their team's capacity on a 0 to 6 scale, where 0 indicates not at all, 2 indicates minimal degree, 4 indicates moderate degree, and 6 indicates strong degree. Ratings of 1, 3, or 5 could be given if the team's capacity was between the rubric descriptors. Individual responses were aggregated by calculating the median rating for each team for each capacity indicator. SST Implementation Team members completed the survey in March 2023, June 2023, and May 2024. District Leadership Team members completed the survey in March 2023, October 2023, and May 2024. The average response rate for SST Implementation Teams was 57% and 62% for DLTs.

The percentage of Cohort 1 SST Implementation Teams rating their capacity at a moderate or higher level increased from nine to 11 indicators between the first and second administration of the survey. The two indicators without improvement, Data Use and SST Implementation Team, were rated highest in March 2023. All Cohort 1 SST Implementation Teams rated Data Use as moderate or higher in March 2023. In May 2024, three additional indicators rated as moderate or higher by all Cohort 1 SST Implementation Teams (i.e., Planning for Implementation, Alignment of Initiatives, and Support for Installation). The largest increases between March 2023 and May 2024 were in supporting districts with installation of and alignment of initiatives relevant to Each Child On Track.

The percentage of Cohort 1 DLTs rating themselves at a moderate or higher level increased between the first and second administration of the survey for eight of the nine indicators. In March 2023, none of the six Cohort 1 teams rated themselves at a moderate or higher level for five of the nine capacity

indicators. In May 2024, all six teams rated themselves as moderate or higher for Planning for Implementation, five rated themselves as moderate or higher for Alignment of Initiatives, and four rated themselves moderate or higher for Data Use. The largest increases between March 2023 and May 2024 were the extent to which a team had Developed a Plan for Implementing Each Child On Track and Aligned other Relevant Initiatives with Each Child On Track.

The percentage of Cohort 2 SST Implementation Teams rating their capacity at a moderate or higher level increased between the first and second administration of the survey for all indicators except Engaging Stakeholders. In June 2023, there were no capacity indicators rated as moderate or higher by all Cohort 2 SST Implementation Teams. In May 2024, there was one indicator rated moderate or higher by all teams (SST Implementation Team). The largest increases between June 2023 and May 2024 were in Planning for Implementation and Developing a Plan for Coaching district personnel. As with Cohort 1, Cohort 2 districts reported the largest increase in their teams' capacity for planning Each Child On Track implementation. Cohort 2 had limited growth and low ratings at both timepoints on several indicators. In May 2024, zero teams reported moderate or higher capacity in Planning for Scaling and only one or two teams reported moderate or higher capacity in Training, Coaching, Sustainability, or Engaging Stakeholders. Overall, Cohort 2 reported less growth than Cohort 1, which makes sense given that Cohort 2 has participated in the SSIP for only one year.

Describe any additional data (e.g., progress monitoring) that was collected that supports the decision to continue the ongoing use of each evidence-based practice.

The External Evaluation Team conducted virtual interviews with representatives from two Cohort 1 districts and four Cohort 2 districts to develop brief success stories that document the successes of districts participating in Each Child On Track. During these interviews, district personnel discussed the impacts that have resulted from participating in Each Child On Track.

One common theme was that participating in Each Child On Track has helped districts improve the alignment of initiatives that support secondary, transition-aged students with disabilities. For example, several participants discussed improved communication and collaboration among district personnel, including increasing the number of staff that provide interventions to students with disabilities, establishing a consistent district leadership team, and changing mindsets to focus more on a team approach. Overall participants indicated that Each Child On Track was helping create better alignment of supports for students with disabilities.

In addition, participants spoke about developing and improving processes for using data to identify and support students who were at risk of dropping out of school. Examples of progress include the development of comprehensive intervention inventories, as well as systems and processes for using data to identify root causes of student challenges. Some districts developed processes for engaging students and families by having students complete a self-assessment related to root causes and by increasing communication with families when students are identified as off track.

While not formally submitted as SIMR data in this report, the Design and Implementation Team is also tracking Cohort 2 and Cohort 3 progress toward achieving the SiMR, which is that 70% of students with an IEP will exit school with a regular diploma. Federal fiscal year 2023 is baseline data for Cohort 2 and Cohort 3. This data is 68% for Cohort 2 districts and 63% for Cohort 3.

Provide a summary of the next steps for each evidence-based practice and the anticipated outcomes to be attained during the next reporting period.

Early Warning Systems Tool with research-based indicators and thresholds:

DLTs will continue to use the same research-based indicators and thresholds for attendance, course performance, and behavior to identify students who are at-risk of dropping out or not graduating with a regular diploma. It is anticipated that the numbers of students identified as at-risk will be lower in the next reporting period for Cohorts 1, 2, and 3.

Early Warning Intervention and Monitoring System integrated within the Ohio Improvement Process:

Cohort 1, 2, and 3 DLTs will show progress toward implementing EWIMS Steps 5 (assign and provide interventions) and 6 (monitor students and interventions), thus assigning students to interventions and monitoring the progress of students in those interventions.

Predictors of Postschool Success for Students with Disabilities

Project districts will continue to move toward quality implementation of project activities aligned to the predictors. Quality implementation of these activities will establish a foundation to keep students on-track for graduating with a regular high school diploma and on the path to postschool success.

The Design and Implementation Team will provide professional development on the predictors in January 2025. It is anticipated that the number of project schools that have incorporated predictors into the district One Plan will have increased in the next reporting period.

Does the State intend to continue implementing the SSIP without modifications? (yes/no)

NO

If no, describe any changes to the activities, strategies or timelines described in the previous submission and include a rationale or justification for the changes.

Based on feedback gathered from SST Implementation Team and District Leadership Capacity Surveys, the Design and Implementation Team will provide more direct guidance to SST Implementation Teams and DLTs in the areas of coaching for systems change and selection and implementation of interventions and supports. It has become evident that both groups will benefit from more support in these areas than anticipated during project design. The Design and Implementation Team will also provide more examples of how to support students with disabilities within project activities. Students with disabilities must be consistently and explicitly referenced in every aspect of the work.

Section C: Stakeholder Engagement

Description of Stakeholder Input

The Department established three primary stakeholder groups who are convened on a regular basis to receive project updates on implementation activities, review documents, and professional learning materials developed to support project implementation, review project evaluation results, and any recommended midcourse corrections which may impact the design or implementation of Each Child On Track. During the past year, the Department solicited feedback from the State Advisory Panel for Exceptional Children (SAPEC), State Support Team (SST) Directors, and the External Stakeholder team on the following areas:

- Identification and selection of districts to participate in Cohort 3
- Development and implementation of professional learning for SST Implementation Teams
- Strategies to disseminate District Success Stories
- Supporting district selection of effective evidence-based strategies, supports and interventions
- Data collection and distribution

District Selection. Ohio's regional SST network plays an integral role in Each Child On Track implementation. SST implementation teams work directly with participating districts. The 16 SST Directors supervise their regional team's work with the participating district(s) and provide feedback to the Department on aspects of implementation. SST Directors were engaged in a process to identify, recruit, and select districts for Cohorts 1, 2, and 3. They

will also assist in selecting districts for Cohort 4. During this process, SST Directors received information and data on districts recommended for participation in Each Child On Track from project leadership and provide feedback on the feasibility of recruiting the proposed district(s) in their perspective region. In some cases, the directors recommended another district based on their knowledge of the district's infrastructure, school improvement status, or the district's working relationship with the SST.

Professional Learning for SST Implementation Teams. The Department shares the results of the SST Capacity survey and project-related needs and feedback from SST Implementation Teams with the SST Directors. SST Directors explore these findings and recommend professional learning opportunities to address the needs identified by the SST implementation teams.

Engaging Families. SAPEC is a diverse committee representing parents of students with disabilities, individuals with disabilities, and agency representatives. Currently, SAPEC has 45 members with 26 parents of children with disabilities and one individual with a disability. SAPEC assists with numerous Department initiatives by providing broad stakeholder input on policies, practices, and issues that promote achieving educational outcomes for students with exceptional educational needs between birth through age 21. The Department engages with SAPEC to discuss project data and materials. Support for professional learning and interventions. The Department first convened the external stakeholder group in December 2023. Each Child On Track project evaluation data implies a need for expertise and technical support related to identification and use of evidence-based strategies that address needs related to attendance, mathematics, adolescent literacy, data analysis and MTSS/Behavior. The Department invited individuals with expertise in the identified areas to participate as contributing members of the External Stakeholder Team. The External Stakeholder Team consists of 18 participants who are subject matter experts in these content areas, Department directors and staff, SAPEC representatives, and a district representative from Cohort 2. The member from a Cohort 1 district changed positions and will be replaced. A member from a Cohort 3 district will be identified. Both individuals will be invited to attend meetings beginning in March 2025.

The External Stakeholder Team was invited to attend the statewide spring showcase in April 2024. Several members joined virtually and participated fully. One national expert went as far as to participate in a team break-out session. The External Stakeholder team also met in October 2024 to examine district data and advise on appropriate district level strategies that may be implemented to address student needs in each of the content areas. The Department will consult with the External Stakeholder Team about professional learning materials and resources to increase the district's capacity to address the needs of students identified as at risk of not graduating with a regular diploma.

Describe the specific strategies implemented to engage stakeholders in key improvement efforts.

The Department places high value on including the voice of diverse stakeholders in the development, implementation, and evaluation of state initiatives designed to improve outcomes for students with disabilities. The Department utilizes a systematic approach to engage stakeholders and solicit feedback used to inform decisions and make modifications or improvements to key initiatives, such as the State Systemic Improvement Plan – Each Child On Track. A brief description of strategies used to engage stakeholders is provided below.

The Department engages with stakeholders in two primary ways. The first is through whole group discussion in virtual and in-person meetings. The second is through individual information sharing tools, such as periodic newsletter updates on project activities and use of a resource Padlet where information and professional learning resources are shared.

SST Directors support project implementation through supervision of the SST implementation teams and direct input on the identification, recruitment, and selection of potential districts to participate in Each Child On Track. The Department convenes monthly meetings with state support team directors, which facilitates their access to current activities, program or process modifications, ongoing planning, and coordination across systems. The project team lead attended a State Support Team Directors meeting in February 2024 to obtain feedback on Cohort 3 district recruitment and shared Year 1 Annual Report data at a meeting in August 2024.

The External Stakeholder Team convened their first meeting in December 2023 and continues to meet at least quarterly. This stakeholder team supports Each Child On Track implementation through consultation and development of resources in the content areas for SST Implementation Teams and districts. The team includes national subject matter experts with expertise in the core content areas addressed by Each Child On Track including adolescent literacy, mathematics, attendance MTSS/behavior/school climate, student success systems, and data analysis. Other External Stakeholder team members include Department directors and select staff representing content-related offices to ensure collaboration and cross office alignment of initiatives, SAPEC representatives, and a Cohort 2 district representative. Cohort 1 and Cohort 3 district representatives will join the team in March 2025. The SAPEC represents the voice of children and families of students with disabilities. The SAPEC convenes quarterly. The Department provides updates and plans facilitated discussions during SAPEC meetings to review project evaluation results and seek input on effective strategies that districts may use to engage families on efforts to improve the graduation rate for students with disabilities.

Information about Each Child On Track is disseminated through a weekly newsletter for SST Directors, Department directors, selected external groups, and partner agencies, such as the Ohio Center on Autism and Low Incidence (OCALI) and institutions of higher education. The newsletter communicates information about new initiatives and provides project updates about professional learning opportunities, scheduled events, other SSIP implementation activities. The Department also maintains a web page titled Keeping Students with Disabilities on Track for Graduation (<https://education.ohio.gov/Topics/Special-Education/On-Track-for-Graduation>). The webpage contains general information about the project, as well as "Success Stories." Success Stories highlight districts' success with building district infrastructure and staff capacity to strengthen and sustain a student success system that will enable students with disabilities to remain in school and graduate with a regular diploma.

In addition, the Department provides updates about Each Child On Track activities at local, regional, state, and national meetings and conferences. Often, Districts attending these conferences have approached the Department to be included in the SSIP work. All feedback is shared with the Design and Implementation Team to improve project implementation.

Were there any concerns expressed by stakeholders during engagement activities? (yes/no)

YES

Describe how the State addressed the concerns expressed by stakeholders.

The State Advisory Panel for Exceptional Children and the External Stakeholder Team questioned the level to which family and student voice was incorporated into project activities at the district level. Presently, the districts are asked to complete a climate survey each year with families, students, and school personnel. The Design and Implementation Team and External Evaluation Team are adding prompts to the Expectation and Implementation Rubric asking if districts collected family and student feedback via surveys, focus groups, etc., as well as to explain how the information was used to inform district actions. Additionally, project leadership and the External Evaluation Team reviewed the action planning activities that Cohort 1 districts developed in the spring 2024 Establishing Families as Partners in the Secondary Transition Planning Process learning series. One District's plan included strategies to include families and students in the development of supports and interventions to keep all students, including those with disabilities, on track to earn a regular diploma. One example is hosting activities for families to meet with postsecondary support agencies. Project leadership will keep family and student voice as a standing agenda item on the State Advisory Panel for Exceptional Children and External Stakeholder Team meetings to ensure these activities accurately address the concerns. The External Stakeholder Team suggested the Design and Implementation Team gather progress monitoring data on district, building, and classroom interventions in addition to analyzing early warning data for evidence of student progress. The External Evaluation Team is adding questions related to intervention implementation and progress to the quarterly data collection templates submitted by districts.

Additional Implementation Activities

List any activities not already described that the State intends to implement in the next fiscal year that are related to the SiMR.

Not applicable

Provide a timeline, anticipated data collection and measures, and expected outcomes for these activities that are related to the SiMR.

Not applicable

Describe any newly identified barriers and include steps to address these barriers.

SST Implementation Team Capacity Building: Despite overall improvements in capacity, SST Implementation Teams and DLT members indicated that their teams lacked capacity in several areas, including planning for scaling and sustainability, adolescent literacy, and mathematics. SST Implementation Teams also indicated they needed guidance in how to coach districts to address implementation barriers. Similarly, DLTs stated a need for coaching to enhance collaboration in the district. To address these barriers, based on recommendations from the External Evaluation Team in the year 2 Annual Report, the Department will continue to invite districts that have successfully scaled Each Child On Track or promoted sustainability by embedding Each Child On Track to the district One Plan to speak with current project districts. For example, Each Child On Track was piloted with several districts approximately five years ago. An administrator and SST Team member (who is currently a member of the Design and Implementation Team) from a district in that pilot, which continues to implement project activities, were invited to share lessons learned with current participants at the Each Child On Track statewide showcase in March 2024. In addition, this administrator and SST member are playing a leading role in the Community of Practice that begins in Year 3. The Design and Implementation Team will also continue to provide a range of professional learning opportunities, resources, and targeted assistance for SST Implementation Team and DLT members on adolescent literacy and mathematics. SST Implementation Teams will receive continued assistance to develop coaching skills to address barriers and promote systems change in districts. There will be an expectation for SST Implementation Teams to share this learning on adolescent literacy and mathematics to project districts. A description of Department-sponsored professional learning on adolescent literacy and coaching for SST Implementation Team members and the hiring of a mathematics specialist is provided earlier in this report.

Selection and implementation of interventions and supports: Evaluation feedback suggests that districts and schools struggle with implementation of interventions and supports for students. Guidance on selecting interventions, delivering interventions with fidelity, and monitoring student progress in interventions are continued areas of need as well. The Department will continue to build the capacity of SST Implementation Teams to provide coaching and training on intervention implementation and monitoring. For example, the Design and Implementation Team worked with Cohort 2 SST Implementation Teams in October 2024 on how to help districts identify the supports and interventions that they will purchase and implement this year. Additionally, questions will be added to the quarterly data collection form that ask DLTs to report the number of students who have been assigned to an intervention.

Maintaining a focus on students with disabilities: Some participant feedback indicates that districts are seeking more explicit guidance on supporting students with disabilities when implementing EWIMS or multi-tiered system of supports (MTSS). To address this barrier, the Department will ensure that Each Child On Track participants receive more guidance on intensive intervention strategies to support students with disabilities and other students with intensive needs, as well as how to use the Predictors of Postsecondary Success for Students with Disabilities tool and how to incorporate information gathered from the tool into the district One Plan. The Design and Implementation Team will provide professional development on the tool in winter 2025.

Provide additional information about this indicator (optional).

Prior to the 2022-2023 school year, Ohio's methodology for the dropout calculation was a dropout event count: Any student with a disability aged 14-21 who exited special education with a relevant dropout event was counted as a dropout, regardless of subsequent events in the same or later reporting periods. It was possible that some of the students who were counted as having dropped out may have been educated elsewhere. Beginning with the 2022-2023 school year, Ohio updated its methodology to follow students longitudinally throughout the reporting period. Thus, students who withdrew from one local education agency and then re-enrolled in the same or another local education agency within the same reporting period no longer count as dropouts. For example, students who exited and reenrolled between July 1, 2022-June 30, 2023, no longer count as dropouts. Establishing FFY2023 as a new baseline necessitated the state to reset targets for Indicator 1. New targets for Indicator 1 are as follows: FFY2023 (baseline) = 66.61 percent, FFY2024 = 68 percent, FFY2025 = 70percent. Stakeholder input on targets is described within the "Description of Stakeholder Input" section of Indicator 1.

17 - Prior FFY Required Actions

None

17 - OSEP Response

The State has revised the baseline for this indicator, using data from FFY 2023, and OSEP accepts that revision.

17 - Required Actions

Indicator 18: General Supervision

Instructions and Measurement

Monitoring Priority: General Supervision

Compliance indicator: This SPP/APR indicator focuses on the State's exercise of its general supervision responsibility to monitor its local educational agencies (LEAs) for requirements under Part B of the Individuals with Disabilities Education Act (IDEA) through the State's reporting on timely correction of noncompliance (20 U.S.C. 1412(a)(11) and 1416(a); and 34 C.F.R. §§ 300.149, 300.600). In reporting on findings under this indicator, the State must include findings from data collected through all components of the State's general supervision system that are used to identify noncompliance. This includes, but is not limited to, information collected through 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.

Data Source

The State must include findings from data collected through all components of the State's general supervision system that are used to identify noncompliance. This includes, but is not limited to, information collected through 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. Provide the actual numbers used in the calculation. Include all findings of noncompliance regardless of the specific type and extent of noncompliance.

Measurement

This SPP/APR indicator requires the reporting on the percent of findings of noncompliance corrected within one year of identification:

- # of findings of noncompliance issued the prior Federal fiscal year (FFY) (e.g., for the FFY 2023 submission, use FFY 2022, July 1, 2022 – June 30, 2023)
- # of findings of noncompliance the State verified were corrected no later than one year after the State's written notification of findings of noncompliance.

Percent = [(b) divided by (a)] times 100

States are required to complete the General Supervision Data Table within the online reporting tool.

Instructions

Baseline Data: The State must provide baseline data expressed as a percentage. OSEP assumes that the State's FFY 2023 data for this indicator is the State's baseline data unless the State provides an explanation for using other baseline data.

Targets must be 100%.

Report in Column A the total number of findings of noncompliance made in FFY 2022 (July 1, 2022 – June 30, 2023) and report in Column B the number of those findings which were timely corrected, as soon as possible and in no case later than one year after the State's written notification of noncompliance.

Starting with the FFY 2023 SPP/APR, States will be required to report on the correction of noncompliance related to compliance indicators 4B, 9, 10, 11, 12, and 13 based on findings issued in FFY 2022. Under each compliance indicator, States report on the correction of noncompliance for that specific indicator. However, in this general supervision Indicator 18, States report on both those findings as well as any additional findings that the State issued related to that compliance indicator.

In the last row of this General Supervision Data Table, States may also provide additional information related to other findings of noncompliance that are not specific to the compliance indicators. This row would include reporting on all other findings of noncompliance that were not reported by the State under the compliance indicators listed below (e.g., Results indicators (including related requirements), Fiscal, Dispute Resolution, etc.). In future years (e.g., with the FFY 2026 SPP/APR), States may be required to further disaggregate findings by results indicators (1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, and 17), fiscal and other areas.

If the State did not ensure timely correction of previous findings of noncompliance, provide information on the nature of any continuing noncompliance and the actions that have been taken, or will be taken, to ensure the subsequent correction of the outstanding noncompliance, to address areas in need of improvement, and any sanctions or enforcement actions used, as necessary and consistent with IDEA's enforcement provisions, the OMB Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), and State rules.

18 - Indicator Data

Historical Data

Baseline Year	Baseline Data
2023	97.68%

Targets

FFY	2023	2024	2025
Target	100%	100%	100%

Indicator 4B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.. (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Findings of Noncompliance Identified in FFY 2022

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
0	0	0	0	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 4B due to various factors (e.g., additional findings related to other IDEA requirements).

No additional findings for Indicator 4B.

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

None.

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case* of noncompliance was corrected:

None.

Indicator 9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

Findings of Noncompliance Identified in FFY 2022

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
1	7	1	7	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 9 due to various factors (e.g., additional findings related to other IDEA requirements).

Seven findings are related to state monitoring.

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

Column A Findings

In February 2024, the state notified the LEA of disproportionate representation and provided specific instructions and materials to address it. The LEA had to complete an indicator analysis and an improvement plan for the Office of Exceptional Children (OEC) review and approval. As part of the indicator analysis, the LEA reviewed and revised policies, practices, and procedures, and trained staff on activities to determine root cause(s) of disproportionate representation. The indicator analysis helped the LEA identify targeted training needs and gaps in practice, which became activities for the improvement plan. Through the improvement plan, the LEA was required to demonstrate completion of improvement plan activities and submitted additional records to demonstrate systemic correction and improvement. OEC staff monitored and approved all steps, reviewed student records, indicator analyses, and improvement plans, and provided clearance once all actions were satisfied. State Support Teams (SSTs) provided training to LEA staff on appropriate identification and comprehensive evaluation processes. SSTs provided training to LEA staff on awareness and strategies in identifying alignment to IDEA disability category descriptions and requirements. Related policies, practices, and procedures were reviewed and revised by LEAs as part of monitoring required actions. The LEA provided evidence of staff training regarding disproportionate representation in identification for special education, to include evidence that updated policies, practices, and procedures were shared with appropriate staff. OEC staff reviewed subsequently completed evaluations that were not the cause of the original finding of noncompliance for OEC review. Through these activities and subsequent record reviews, the state verified that the LEA demonstrated compliance with regulatory requirements consistent with QA23-01.

State Monitoring (Column B Findings). Each LEA receives a unique Information Retrieval Number (IRN), which serves to identify each individual LEA. 1. Academy for Urban Scholars - Youngstown (IRN 013249): The LEA was noncompliant with 34 CFR 300.501(b), 300.300, 300.304(c)(4), 300.306(c), and 300.306(a)(1), with the issue initially noted on 12/2/2022 and due for correction by 12/1/2023. The LEA successfully addressed the noncompliance within the stipulated timeframe. The correction process included a review of 12 evaluation team reports, which were found noncompliant. These reports were corrected and submitted to OEC for verification. OEC verified all corrections as of 5/23/2023. Additionally, the LEA submitted an extra sample of records and evidence of completed corrective action plan activities to demonstrate systemic change. OEC confirmed 100% compliance in the new sample, and all corrective action plan activities were completed by 10/26/2023.

2. East Guernsey Local School District (IRN 069682): Similarly, East Guernsey Local School District was noncompliant with 34 CFR 300.501(b), 300.300, 300.304(c)(4), 300.306(c), and 300.306(a)(1) on 3/6/2023, with a correction deadline of 3/5/2024. The LEA met the deadline and corrected the noncompliance through the review and amendment of 28 evaluation team reports. These reports were submitted to OEC for verification, which confirmed all corrections as of 2/12/2024. To demonstrate systemic change, the LEA provided additional samples and evidence of corrective action activities. OEC verified 100% compliance in the new sample, and the LEA completed all corrective actions by 2/27/2024.

3. Fairborn Digital Academy (IRN 149088): The LEA was noncompliant with 34 CFR 300.501(b), 300.300, 300.304(c)(4), 300.306(c), and 300.306(a)(1) on 5/12/2023, with a correction deadline of 5/11/2024. The LEA successfully corrected the noncompliance by reviewing and amending 13 evaluation team reports, which were found noncompliant. These reports were submitted to OEC for verification, which confirmed all corrections as of 11/20/2023. The LEA also submitted additional samples and evidence of completed corrective actions to show systemic improvement. OEC verified that the new sample was 100% compliant, and all corrective actions were completed by 4/23/2024.
4. Lima City (IRN 044222): The LEA was noncompliant with 34 CFR 300.501(b), 300.300, 300.304(c)(4), 300.306(c), and 300.306(a)(1) on 1/17/2023, with a correction deadline of 1/16/2024. The LEA addressed the noncompliance within the timeframe by reviewing and correcting 30 evaluation team reports. These corrected reports were submitted to OEC, which verified all corrections as of 6/16/2023. Additionally, the LEA provided extra samples of student records and evidence of completed corrective actions to demonstrate systemic change. OEC confirmed 100% compliance in the new sample, and all corrective actions were completed by 11/20/2023.
5. Sciotoville Community School (IRN 143644): The LEA was noncompliant with 34 CFR 300.501(b), 300.300, 300.304(c)(4), 300.306(c), and 300.306(a)(1) on 1/2/2023, with a correction deadline of 1/1/2024. The LEA successfully corrected the noncompliance by reviewing and amending 17 evaluation team reports. These reports were submitted to OEC for verification, which confirmed all corrections as of 5/5/2023. To demonstrate systemic improvement, the LEA provided additional samples and evidence of completed corrective actions. OEC verified 100% compliance in the new sample, and all corrective actions were completed by 11/14/2023.
6. Wayne County Schools Career Center (IRN 051722): The LEA was noncompliant with 34 CFR 300.501(b), 300.300, 300.304(c)(4), 300.306(c), and 300.306(a)(1) on 4/26/2023, with a correction deadline of 4/25/2024. The LEA corrected the noncompliance by reviewing and amending 43 evaluation team reports. These reports were submitted to OEC, which verified all corrections as of 2/6/2024. The LEA also provided additional samples and evidence of completed corrective actions to demonstrate systemic change. OEC confirmed 100% compliance in the new sample, and all corrective actions were completed by 3/12/2024.
7. Winton Woods City School District (IRN 044081): The LEA was noncompliant with 34 CFR 300.501(b), 300.300, 300.304(c)(4), 300.306(c), and 300.306(a)(1) on 5/9/2023, with a correction deadline of 5/8/2024. The LEA addressed the noncompliance within the stipulated timeframe by reviewing and correcting 22 evaluation team reports. These corrected reports were submitted to OEC, which verified all corrections as of 3/21/2024. Additionally, the LEA provided extra samples of student records and evidence of completed corrective actions to demonstrate systemic change. OEC confirmed 100% compliance in the new sample, and all corrective actions were completed by 5/3/2024.

State Monitoring Process

During an IDEA Onsite Monitoring Review, OEC selected a sample number of special education records to represent all buildings, grade levels, disability categories, genders, and races based on the analysis of LEA data. OEC provides the LEA with an individual comments form for each student record reviewed by OEC. The comment forms detail the noncompliance and what needs to be corrected in each record. These comment forms are provided with the summary report. OEC and SST staff provide technical assistance to the LEA during the correction process. The LEA, and any associated LEAs, when applicable, are required to correct all findings of individual noncompliance within the federal required timeline for the summary report. The individual record corrections are then verified by OEC. To ensure systemic change, OEC reviews a new sample of records to verify the records are 100 percent compliant.

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case of noncompliance* was corrected:

Column A Findings

Upon notification of disproportionate representation, the LEA was required to submit to the state five records for each racial/ethnic category in which they had disproportionate representation. The state uses record review tools for each disability category based on compliance requirements and IDEA disability category definitions. The review team tracked and communicated noncompliance for the submitted records. The tool was provided to the LEA and served as guidance for individual corrections.

Individual evaluations found to be noncompliant by state employees during the record investigation were required to be corrected by the LEA by the established due date. OEC reviewed each of the submitted individual corrections to ensure areas of noncompliance were addressed.

One LEA was noncompliant with IDEA due to an evaluation lacking evidence that the ETR addressed all areas of the suspected disability. This LEA was required to individually correct the noncompliant record and submit the reevaluation to OEC for review. State Support Teams provided training to LEA staff on appropriate identification, comprehensive evaluation processes, and awareness strategies in identifying alignment to IDEA disability category requirements.

The state reviewed the individual case with a previously noncompliant evaluation and verified correction by the LEA of child-specific noncompliance.

State Monitoring (Column B Findings)

Each LEA in Ohio is assigned a unique Information Retrieval Number (IRN). The IRN is how Ohio identifies each LEA as several may have the same or similar names.

1. Academy for Urban Scholars - Youngstown (IRN 013249): Noncompliance Details: The LEA was noncompliant with 34 CFR 300.501(b), 300.300, 300.304(c)(4), 300.306(c), and 300.306(a)(1), with the noncompliance issued on 12/2/2022 and a correction deadline of 12/1/2023. Verification Process: The State verified that each of the 12 evaluation team reports identified as noncompliant was corrected through a thorough document review of the revised and amended individual child records. Additionally, the LEA submitted evidence of completing activities within its corrective action plan, which included an extra sample of records. OEC verified that the new sample of student records was 100% compliant and that the LEA had completed all corrective action plan activities by October 26, 2023.

2. East Guernsey Local School District (IRN 069682): Noncompliance Details: The LEA was noncompliant with 34 CFR 300.501(b), 300.300, 300.304(c)(4), 300.306(c), and 300.306(a)(1), with the noncompliance issued on 3/6/2023 and a correction deadline of 3/5/2024. Verification Process: The State verified that each of the 28 evaluation team reports identified as noncompliant was corrected through a comprehensive review of the revised and amended individual child records. The LEA provided additional samples of records and evidence of completing activities within its corrective action plan. OEC confirmed that the new sample of student records was 100% compliant and that all corrective action plan activities were completed by February 27, 2024.

3. Fairborn Digital Academy (IRN 149088): Noncompliance Details: The LEA was identified as noncompliant with 34 CFR 300.501(b), 300.300, 300.304(c)(4), 300.306(c), and 300.306(a)(1), with the noncompliance issued on 5/12/2023 and a correction deadline of 5/11/2024. Verification Process: The State verified that each of the 13 evaluation team reports identified as noncompliant was corrected through a thorough document review of the revised and amended individual child records. The LEA also submitted evidence of completing activities within its corrective action plan, which included

additional samples of records. OEC verified that the new sample of student records was 100% compliant and that the LEA had completed all corrective action plan activities by April 23, 2024.

4. Lima City (IRN 044222): Noncompliance Details: The LEA was identified as noncompliant with 34 CFR 300.501(b), 300.300, 300.304(c)(4), 300.306(c), and 300.306(a)(1), with the noncompliance issued on 1/17/2023 and a correction deadline of 1/16/2024. Verification Process: The State verified that each of the 30 evaluation team reports identified as noncompliant was corrected through a detailed review of the revised and amended individual child records. Additionally, the LEA submitted evidence of completing activities within its corrective action plan, including extra samples of records. OEC confirmed that the new sample of student records was 100% compliant and that all corrective action plan activities were completed by November 20, 2023.

5. Sciotoville Community School (IRN 143644): Noncompliance Details: The LEA was identified as noncompliant with 34 CFR 300.501(b), 300.300, 300.304(c)(4), 300.306(c), and 300.306(a)(1), with the noncompliance issued on 1/2/2023 and a correction deadline of 1/1/2024. Verification Process: The State verified that each of the 17 evaluation team reports identified as noncompliant was corrected through a comprehensive document review of the revised and amended individual child records. The LEA also submitted evidence of completing activities within its corrective action plan, which included additional samples of records. OEC confirmed that the new sample of student records was 100% compliant and that all corrective action plan activities were completed by November 14, 2023.

6. Wayne County Schools Career Center (IRN 051722): Noncompliance Details: The LEA was identified as noncompliant with 34 CFR 300.501(b), 300.300, 300.304(c)(4), 300.306(c), and 300.306(a)(1), with the noncompliance issued on 4/26/2023 and a correction deadline of 4/25/2024. Verification Process: The State verified that each of the 43 evaluation team reports identified as noncompliant was corrected through a thorough document review of the revised and amended individual child records. The LEA also provided additional samples of records and evidence of completing activities within its corrective action plan. OEC verified that the new sample of student records was 100% compliant and that the LEA had completed all corrective action plan activities by March 12, 2024.

7. Winton Woods City School District (IRN 044081): Noncompliance Details: The LEA was identified as noncompliant with 34 CFR 300.501(b), 300.300, 300.304(c)(4), 300.306(c), and 300.306(a)(1), with the noncompliance issued on 5/9/2023 and a correction deadline of 5/8/2024. Verification Process: The State verified that each of the 22 evaluation team reports identified as noncompliant was corrected through a comprehensive document review of the revised and amended individual child records. The LEA submitted additional samples of records and evidence of completing activities within its corrective action plan. OEC confirmed that the new sample of student records was 100% compliant and that the LEA had completed all corrective action plan activities by May 3, 2024.

Indicator 10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

Findings of Noncompliance Identified in FFY 2022

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
35	0	33	0	2

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 10 due to various factors (e.g., additional findings related to other IDEA requirements).

No additional findings for Indicator 10.

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on updated data:

The state notified LEAs of disproportionate representation via the Special Education Profile in February 2024. Within their profile, LEAs were provided specific instructions and materials to address the disproportionate representation. Each of the LEAs with disproportionate representation was required to complete an indicator analysis, which is a set of guided questions facilitated by the state support team, and an improvement plan. Both documents were submitted to the state for review and approval. As part of the indicator analysis, LEAs reviewed policies, practices, and procedures, and revised as necessary, and trained staff on activities to determine root cause(s) of disproportionate representation. The indicator analysis helped LEAs identify targeted training needs and gaps in practice, which became activities for the improvement plan. Through the improvement plan, LEAs were required to demonstrate completion of improvement plan activities and submitted additional records to demonstrate systemic correction and improvement. Supports and monitoring staff in the Office for Exceptional Children (OEC) monitored and approved all steps in the review process. These staff reviewed student records, reviewed and approved indicator analyses and improvement plans, confirmed that student evaluations demonstrated evidence that all areas related to the suspected disability were addressed per IDEA, reviewed evidence submitted to support systemic improvement and completion of all improvement plan activities, and provided clearance once the LEA had satisfied all required actions.

State Support Teams provided training to LEA staff on appropriate identification and comprehensive evaluation processes. State Support Teams provided training to LEA staff on awareness and strategies in identifying alignment to IDEA disability category descriptions and requirements. Related policies, practices, and procedures were reviewed and revised by LEAs as part of monitoring required actions.

The LEAs provided evidence of staff training regarding disproportionate representation in identification for special education, to include evidence that updated policies, practices, and procedures were shared with appropriate staff. OEC staff reviewed subsequently completed evaluations that were not the cause of the original finding of noncompliance for OEC review. Through these activities and subsequent record reviews, the state was able to verify that the 35 LEAs demonstrated compliance with implementation of regulatory requirements consistent with QA23-01.

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case of noncompliance* was corrected:

Upon notification of disproportionate representation, the LEAs were required to submit to the state five records for each of the racial/ethnic category in which they had disproportionate representation. The state uses record review tools for each disability category based on compliance requirements and the IDEA definition of the disability category. The review team utilized the tools to track and communicate noncompliance in the submitted records. Each tool correlated to an individual student evaluation. This tool was provided to the LEA and served as guidance for individual corrections.

Individual evaluations found to be noncompliant by state employees during the record investigation were required to be corrected by the LEA by the established due date. State staff reviewed each of the submitted individual corrections to ensure that areas of noncompliance were addressed. Thirty-five LEAs demonstrated a noncompliant evaluation process and did not properly identify students. These LEAs were required to individually correct the noncompliant records and submit the reevaluations to OEC staff for review. State Support Teams provided training to LEA staff on appropriate identification and comprehensive evaluation processes and on awareness and strategies in identifying alignment to IDEA disability category descriptions and requirements.

The state reviewed the individual cases with previously noncompliant evaluations and verified correction by 33 LEAs of child-specific noncompliance. Two LEAs were unable to demonstrate systemic improvement and did not receive Indicator 10 clearance for one or more of the following reasons.

Indicator 11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. (20 U.S.C. 1416(a)(3)(B))

Findings of Noncompliance Identified in FFY 2022

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
106	3	103	3	3

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 11 due to various factors (e.g., additional findings related to other IDEA requirements).

Three findings are related to state complaints through the dispute resolution process, with 1 LEA having 2 state complaints.

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on updated data:

Column A Findings

The state issued written findings of noncompliance to 106 LEAs via the Special Education Profile in December 2023. Within their profile, LEAs were provided specific instructions and materials to address noncompliance to the indicator. Each of the 106 LEAs with an Indicator 11 finding in FFY2022 was required to complete an indicator analysis, which is a set of guided questions facilitated by the state support team, and an improvement plan. Both documents were submitted to the state for review and approval. As part of the indicator analysis, LEAs reviewed policies, practices, and procedures, and revised as necessary, and trained staff on activities to determine root cause(s) of noncompliance. The indicator analysis helped LEAs identify targeted training needs and gaps in practice, which became activities for the improvement plan. Through the improvement plan, LEAs were required to demonstrate completion of improvement plan activities and submitted additional records to demonstrate systemic correction and improvement. Supports and monitoring staff in the Office for Exceptional Children (OEC) monitored and approved all steps in the review process. These staff reviewed student records, reviewed and approved indicator analyses and improvement plans, confirmed that an initial evaluation had been completed for each individual case of noncompliance, reviewed evidence submitted to support systemic improvement and completion of all improvement plan activities, and provided clearance once the LEA had satisfied all required actions.

In FFY2022, the state issued written findings of noncompliance by LEA to 106 LEAs with EMIS data that indicated less than 100 percent compliance to Indicator 11. There were 170 late initial evaluations (IETRs) across the 106 LEAs with noncompliance. Twenty-five of these 106 LEAs were determined noncompliant due to data reporting errors. The state verified these LEAs were correctly implementing the regulatory requirements via subsequent data review. Eighty-one LEAs had noncompliance with IETR timelines. There were 132 late IETRs across these 81 LEAs.

State support teams provided training on compliant timelines for initial evaluations to staff within these 81 LEAs. Related policies, practices, and procedures were reviewed and revised by these LEAs to reflect a compliant LEA process for conducting initial evaluations within the 60-day timeline. To ensure systemic improvement, the 81 LEAs provided OEC reviewers evidence of staff training regarding compliant timelines and updated LEA policies, practices, and procedures, to include dissemination of updated policies, practices, and procedures to appropriate staff. Additionally, LEAs submitted additional, subsequent initial evaluations that were not the cause of the original finding of noncompliance for OEC review. Through these activities and subsequent record reviews, the state was able to verify that 78 of the 81 LEAs demonstrated 100 percent compliance with implementation of regulatory requirements consistent with QA23-01. Three of these 81 LEAs were unable to demonstrate systemic improvement and did not receive clearance for Indicator 11.

Dispute Resolution: State Complaints (Column B Findings)

Each LEA in Ohio is assigned a unique Information Retrieval Number (IRN). The IRN is how Ohio identifies each LEA as several may have the same or similar names.

1. Boardman Local (IRN: 048306): The LEA was identified as noncompliant with 34 CFR 300.111 for two separate complaints for the same related requirement. Both issues were initially noted on 9/9/2022 and due for correction by 9/8/2023. The LEA successfully addressed the noncompliance within the stipulated timeframe. The correction process included the implementation of corrective action requirements, which encompassed thorough document review and amendments of individual child records, coupled with the district's submission of training and professional development evidence. These measures ensured that the noncompliance was verified as corrected and that the staff was adequately trained to prevent future occurrences.

2. Northwest Local (IRN: 049908): Similarly, Northwest Local was identified as noncompliant with 34 CFR 300.111 on 5/12/2023, with a correction

deadline of 5/11/2024. The LEA met the deadline and corrected the noncompliance through a series of corrective actions. These actions included a comprehensive review and amendment of individual child records and the submission of documentation demonstrating the district's training and professional development efforts. The thorough verification process confirmed that the LEA had effectively addressed the noncompliance and reinforced proper understanding and adherence to the IDEA timelines for initial evaluations.

Dispute Resolution Process

A State complaint is a signed, written allegation that an educational agency or the Department has violated IDEA or Ohio Operating Standards for the Education of Children with Disabilities. Complaints can be filed by any individual, parent, organization, or third party, including those from other states. Complaints. Systemic issues must describe the violation's scope and the affected group.

Complaint Review and Investigation

Upon receipt, complaints are acknowledged, assigned a case number, and reviewed for sufficiency. Complainants may be contacted for additional information. OEC investigates using documentation, interviews, and legal analysis to determine compliance with applicable laws. A written decision is issued within 60 days, detailing findings, conclusions, and any corrective actions required of the district. If noncompliance is found, districts must complete corrective actions within specified timelines, not exceeding one year. Corrective Action requires educational agencies to provide documentation demonstrating that all required steps have been completed to address and resolve the identified violation(s). The process is monitored and overseen by the assigned Education Program Specialist and attorney to ensure compliance. Extensions to Corrective Action may be granted for exceptional circumstances or alternative dispute resolutions like mediation. Persistent noncompliance may result in progressive sanctions, including reallocation of funds. The Dispute Resolution Team maintains a comprehensive database to track complaints and violations by educational agencies. The system records key details, including due dates, violation counts, violation types, corrective actions, and more. This allows the dispute resolution team, to efficiently retrieve and analyze information for each educational agency.

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case of noncompliance* was corrected:

Column A Findings

The state verified that each individual case of noncompliance was corrected by confirming that all 170 late records across 106 LEAs had an IETR date reported in EMIS. Each of the 170 late records were confirmed to have had an IETR conducted.

Dispute Resolution: State Complaints (Column B Findings)

Each LEA in Ohio is assigned a unique Information Retrieval Number (IRN). The IRN is how Ohio identifies each LEA as several may have the same or similar names.

Boardman Local (IRN: 048306):

- **Noncompliance Details:** The LEA was identified as noncompliant with 34 CFR 300.111, with the issue initially noted on 9/9/2022 and due for correction by 9/8/2023.
- **Verification Process:** The State verified that each individual case of noncompliance was corrected through document review of revised and amended individual child's records and the district's submission of training and professional development. This review ensured that all timelines were adhered to and that no further instances of noncompliance were present. Additionally, the LEA provided evidence of staff training and professional development related to the IDEA timelines, which was also reviewed by the State to ensure that staff had a clear understanding and that future noncompliance would be prevented.

Northwest Local (IRN: 049908):

- **Noncompliance Details:** This LEA was identified as noncompliant with 34 CFR 300.111 on 5/12/2023, with a correction deadline of 5/11/2024.
- **Verification Process:** The State verified the correction of each individual case of noncompliance through document review of revised and amended individual child's records and the district's submission of training and professional development. This process confirmed that the LEA had rectified all instances of noncompliance and met the required timelines. Additionally, the State reviewed documentation demonstrating the district's efforts in training and professional development. This verification step ensured that the district staff were adequately trained and understood the IDEA timelines, thereby reducing the likelihood of future noncompliance.

Indicator 12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))

Findings of Noncompliance Identified in FFY 2022

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
89	0	89	0	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 12 due to various factors (e.g., additional findings related to other IDEA requirements).

No additional findings for Indicator 12.

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

Upon release of the Special Education Profile in December 2023, LEAs were provided specific instructions and materials to address noncompliance to the indicator. There were 186 late records across 89 LEAs. The state verified data reporting errors for 59 LEAs by reviewing an Indicator 12: Data

Reporting Error Verification Form from each LEA. Through review of this documentation, the Preschool Special Education Team confirmed these LEAs misreported meeting dates, dates of consent, or revaluations as IETRs. The state verified that all 59 of these LEAs were correctly implementing regulatory requirements consistent with QA23-01.

Thirty LEAs demonstrated noncompliance with Indicator 12 timelines. The state required each LEA identified with noncompliance to develop and implement an improvement plan. The Preschool Special Education Team at the Department of Children and Youth reviewed subsequent Indicator 12 student-level data following the implementation of corrective actions. The Preschool Special Education Team reviewed Indicator 12 student-level data following the implementation of corrective actions from the improvement plan. The state verified that each LEA with noncompliance is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100 percent compliance) based on a review of updated data, consistent with QA 23-01.

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case* of noncompliance was corrected:

The state verified that each of the individual cases with noncompliance were corrected by each of the LEAs with an Indicator 12 finding. The Preschool Special Education Team reviewed student-level data to verify that the LEA developed and implemented the IEP, although late, unless the child was no longer enrolled in the LEA.

Indicator 13. Percent of youth with IEPs 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, and annual IEP goals related to the student's transition services and needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that 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. (20 U.S.C. 1416(a)(3)(B))

Findings of Noncompliance Identified in FFY 2022

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected)
7	11	7	10	1

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 13 due to various factors (e.g., additional findings related to other IDEA requirements).

Eleven additional findings: 4 findings are related to state complaints through the dispute resolution process and 7 findings are related to monitoring.

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

Column A Findings

In December 2023, the state issued findings of noncompliance for Indicator 13 to 18 LEAs and provided materials to address it. LEAs completed an indicator analysis and improvement plan for state review and approval. These involved reviewing and revising policies, practices, and procedures, training staff, and addressing root causes of noncompliance. Identified training needs and gaps shaped improvement plan activities. LEAs demonstrated completion of activities, submitted records, and confirmed systemic corrections. OEC staff monitored all steps, including the review of student records, indicator analyses, and improvement plans, ensuring IDEA compliance. LEAs with Transition Plan Not in Place (TPNP) submitted verification requests for data reporting errors. OEC reviewed IEP records to ensure compliance with timelines and the eight NSTTAC Indicator 13 Checklist requirements. Noncompliance in transition plans was addressed via analyses, policy reviews, improvement plans, technical assistance, and professional development. Students lacking plans received appropriate transition assessments unless correction was not possible due to graduation, withdrawal, transfer, or exit. Among the 18 LEAs, 11 provided evidence of misreported EMIS data, with OEC confirming compliant transition plans for all students. These LEAs mitigated future errors by revising data reporting policies, practices, and procedures and training staff, submitting evidence for state approval. Seven LEAs corrected noncompliant records, trained staff on individualized postsecondary transition plans compliant with IDEA, and submitted records for OEC review. Revised policies and procedures were shared with staff to ensure systemic improvement. Through subsequent record reviews, the state verified the seven LEAs achieved 100% compliance with regulatory requirements.

Dispute Resolution: State Complaints (Column B Findings)

Each LEA receives a unique Information Retrieval Number (IRN), which serves to identify each individual LEA.

1. IRN 048850: LEA noncompliant with 34 CFR 300.324, with a noncompliance issuance date of 9/8/2022 and a correction deadline of 9/7/2023. The State verified the noncompliance was corrected through a document review of revised and amended student records and the district's submission of training and professional development. The review confirmed that the LEA took the necessary steps to address the noncompliance to ensure proper implementation of the regulatory requirements.
2. IRN 009997: LEA noncompliant with 34 CFR 300.111, with the noncompliance issued on 10/24/2022 and due for correction by 10/23/2023. The correction was verified through a document review of revised and amended student records and the district's submission of training and professional development. This process assured the State that the LEA is now correctly implementing the regulatory requirements.
3. IRN 044271: LEA noncompliant with 34 CFR 300.320, with the noncompliance noted on 12/16/2022 and a correction deadline of 12/15/2023. The State verified that the noncompliance was corrected through a document review of revised and amended student records and the district's submission of training and professional development. This verification process ensured that the LEA is compliant with the regulatory requirements.
4. IRN 046078: LEA noncompliant with 34 CFR 300.320 on 12/16/2022, with the correction due by 12/15/2023. While the initial correction deadline was not met, the noncompliance was eventually corrected. The State verified this through a document review of revised and amended student records and

LEA's submission of training and professional development. This verification confirmed that the LEA is now correctly implementing the regulatory requirements.

State Monitoring

5. IRN 013249: LEA noncompliant with 34 CFR 300.320(b) on 12/2/2022, with a correction deadline of 12/1/2023. OEC verified that all 12 Postsecondary Transition Plans were corrected by May 23, 2023, through a review of revised and amended individual records and the district's submission of training and professional development. The LEA submitted an additional sample of records and evidence of completing activities within its corrective action plan. OEC verified the new sample of student records was 100% compliant, and all corrective action plan activities were completed by October 26, 2023.

6. IRN 069682: LEA noncompliant with 34 CFR 300.320(b) on 3/6/2023, with a correction deadline of 3/5/2024. OEC verified that all 16 Postsecondary Transition Plans were corrected by February 12, 2024, through document review and submission of training and professional development. The LEA submitted an additional sample of records and evidence of completing activities within its corrective action plan. OEC verified the new sample of student records was 100% compliant, and all corrective action plan activities were completed by February 27, 2024.

7. IRN 149088: LEA noncompliant with 34 CFR 300.320(b) on 5/12/2023, with a correction deadline of 5/11/2024. OEC verified that all 13 Postsecondary Transition Plans were corrected by November 20, 2024, through a thorough review of revised and amended individual child records and the district's submission of training and professional development. The LEA provided an additional sample of records and evidence of completing activities within its corrective action plan. OEC verified the new sample of student records was 100% compliant, and all corrective action plan activities were completed by April 23, 2024.

8. IRN 044222: LEA noncompliant with 34 CFR 300.320(b) on 1/17/2023, with a correction deadline of 1/16/2024. OEC verified that all 12 Postsecondary Transition Plans were corrected by June 16, 2023, through a comprehensive review of revised and amended individual child records and the district's submission of training and professional development. The LEA provided an additional sample of records and evidence of completing activities within its corrective action plan. OEC verified the new sample of student records was 100% compliant, and all corrective action plan activities were completed by November 20, 2023.

9. IRN 143644: LEA noncompliant with 34 CFR 300.320(b) on 1/2/2023, with a correction deadline of 1/1/2023. OEC verified that all 7 Postsecondary Transition Plans were corrected by May 5, 2023, through document review and the district's submission of training and professional development. The LEA submitted an additional sample of records and evidence of completing activities within its corrective action plan. OEC verified that the new sample of student records was 100% compliant, and all corrective action plan activities were completed by November 14, 2023.

10. IRN 051722: LEA noncompliant with 34 CFR 300.320(b) on 4/26/2023, with a correction deadline of 4/25/2024. OEC verified that all 43 Postsecondary Transition Plans were corrected by February 6, 2024, through a thorough review of revised and amended individual child records and the district's submission of training and professional development. The LEA provided an additional sample of records and evidence of completing activities within its corrective action plan. OEC verified the new sample of student records was 100% compliant, and all corrective action plan activities were completed by March 12, 2024.

11. IRN 044081: LEA noncompliant with 34 CFR 300.320(b) on 5/9/2023, with a correction deadline of 5/8/2024. OEC verified that all 12 Postsecondary Transition Plans were corrected by March 21, 2024, through a detailed review of revised and amended individual child records and the district's submission of training and professional development. The LEA provided an additional sample of records and evidence of completing activities within its corrective action plan. OEC verified the new sample of student records was 100% compliant, and all corrective action plan activities were completed by May 3, 2024.

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case of noncompliance* was corrected:

Column A Findings

Upon notification of noncompliance, LEAs were required to submit/amend the IEP to include an appropriate transition plan as well as engage students and families, conduct individualized AATA, write appropriate goals, and ensure transition plans were compliant to all eight requirements detailed in the NSTTAC Indicator 13 Checklist. The LEAs received SST training and submitted corrected transition plans to OEC for review and approval. All LEAs with noncompliance identified in FFY2022 were corrected within one year, as described above.

Dispute Resolution: State Complaint (Column B Findings)

Each LEA receives a unique Information Retrieval Number (IRN), which serves to identify each individual LEA.

1. Maysville Local (IRN 048850)

Noncompliance: The LEA was noncompliant with 34 CFR 300.324, with the noncompliance issued on 9/8/2022 and a correction deadline of 9/7/2023.

Verification Process: The State verified that each individual case of noncompliance was corrected through a thorough document review of revised and amended individual child records and the district's submission of training and professional development. This process ensured that all required corrections were accurately implemented and that the staff received proper training to prevent future noncompliance.

2. KIPP Columbus (IRN 009997)

Noncompliance: The LEA was noncompliant with 34 CFR 300.111, with the noncompliance issued on 10/24/2022 and a correction deadline of 10/23/2023. Verification Process: The State verified that each individual case of noncompliance was corrected by conducting a detailed document review of revised and amended individual child records and reviewing the district's submission of training and professional development. This rigorous process confirmed that the LEA had rectified the noncompliance and that staff were trained adequately to understand and adhere to the IDEA requirements.

3. Loveland City (IRN 044271)

Noncompliance: The LEA was noncompliant with 34 CFR 300.320, with the noncompliance issued on 12/16/2022 and a correction deadline of 12/15/2023. Verification Process: The State verified that each individual case of noncompliance was corrected through a comprehensive document review of revised and amended individual child records and the district's submission of training and professional development. The verification process ensured that all corrective actions were completed and that staff were appropriately trained to maintain compliance with the regulatory requirements.

4. Ripley-Union-Lewis-Huntington Local (IRN 046078)

Noncompliance: The LEA was noncompliant with 34 CFR 300.320, with the noncompliance issued on 12/16/2022 and a correction deadline of 12/15/2023. Verification Process: Despite initially missing the correction deadline, the LEA eventually corrected the noncompliance. The State verified the correction through a thorough document review of revised and amended individual child records and the district's submission of training and professional development.

State Monitoring

5. Academy for Urban Scholars - Youngstown (IRN 013249):

Noncompliance: The LEA was noncompliant with 34 CFR 300.320(b), with the noncompliance issued on 12/2/2022 and a correction deadline of

12/1/2023. Verification Process: The State verified that each of the 12 Postsecondary Transition Plans identified as noncompliant was corrected through a thorough document review of the revised and amended individual child records. Additionally, the LEA submitted evidence of completing activities within its corrective action plan, which included training and professional development. OEC verified that the new sample of student records was 100% compliant and that the LEA had completed all corrective action plan activities by October 26, 2023.

6. East Guernsey Local School District (IRN 069682):

Noncompliance: The LEA was noncompliant with 34 CFR 300.320(b), with the noncompliance issued on 3/6/2023 and a correction deadline of 3/5/2024. Verification Process: The State verified that all 16 Postsecondary Transition Plans were corrected by conducting a detailed review of the revised and amended individual child records. The LEA also provided additional samples of records and evidence of completing activities within its corrective action plan. OEC confirmed that the new sample of student records was 100% compliant and that the LEA completed all corrective action plan activities by February 27, 2024.

7. Fairborn Digital Academy (IRN 149088):

Noncompliance: The LEA was noncompliant with 34 CFR 300.320(b), with the noncompliance issued on 5/12/2023 and a correction deadline of 5/11/2024. Verification Process: The State ensured that the 13 Postsecondary Transition Plans identified as noncompliant were corrected by performing a comprehensive review of the revised and amended individual child records. The LEA submitted an additional sample of records and evidence of training and professional development activities as part of its corrective action plan. OEC verified that the new sample of student records was 100% compliant and that the LEA completed all corrective action plan activities by April 23, 2024.

8. Lima City (IRN 044222):

Noncompliance: The LEA was noncompliant with 34 CFR 300.320(b), with the noncompliance issued on 1/17/2023 and a correction deadline of 1/16/2024. Verification Process: Each of the 12 noncompliant Postsecondary Transition Plans was verified as corrected through a thorough document review of the revised and amended individual child records. The LEA provided an additional sample of records and evidence of completing activities within its corrective action plan. OEC confirmed that the new sample of student records was 100% compliant and that the LEA completed all corrective action plan activities by November 20, 2023.

9. Sciotoville Community School (IRN 143644):

Noncompliance: The LEA was noncompliant with 34 CFR 300.320(b), with the noncompliance issued on 1/2/2023 and a correction deadline of 1/1/2023. Verification Process: The State verified that all 7 Postsecondary Transition Plans identified as noncompliant were corrected by conducting a detailed review of the revised and amended individual child records. The LEA also submitted evidence of training and professional development activities as part of its corrective action plan. OEC verified that the new sample of student records was 100% compliant and that the LEA completed all corrective action plan activities by November 14, 2023.

10. Wayne County Schools Career Center (IRN 051722):

Noncompliance: The LEA was noncompliant with 34 CFR 300.320(b), with the noncompliance issued on 4/26/2023 and a correction deadline of 4/25/2024. Verification Process: The State verified the correction of all 43 Postsecondary Transition Plans identified as noncompliant through a thorough review of the revised and amended individual child records. The LEA provided an additional sample of records and evidence of completing activities within its corrective action plan, including training and professional development. OEC confirmed that the new sample of student records was 100% compliant and that the LEA completed all corrective action plan activities by March 12, 2024.

11. Winton Woods City School District (IRN 044081):

Noncompliance: The LEA was noncompliant with 34 CFR 300.320(b), with the noncompliance issued on 5/9/2023 and a correction deadline of 5/8/2024. Verification Process: The State verified that all 12 Postsecondary Transition Plans identified as noncompliant were corrected by conducting a comprehensive document review of the revised and amended individual child records. The LEA submitted additional samples of records and evidence of completing activities within its corrective action plan, which included training and professional development. OEC confirmed that the new sample of student records was 100% compliant and that the LEA completed all corrective action plan activities by May 3, 2024.

Optional for FFY 2023, 2024, and 2025:

Other Areas - All other findings: States may report here on all other findings of noncompliance that were not reported under the compliance indicators listed above (e.g., Results indicators (including related requirements), Fiscal, Dispute Resolution, etc.).

Column B: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Column B for which correction was not completed or timely corrected

Explain the source (e.g., State monitoring, State database/data system, dispute resolution, fiscal, related requirements, etc.) of any findings reported in this section:

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on updated data:

Please describe, consistent with OSEP QA 23-01, how the State verified that each individual case of noncompliance was corrected:

Total for All Noncompliance Identified (Indicators 4B, 9, 10, 11, 12, 13, and Optional Areas):

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
238	21	233	20	6

FFY 2023 SPP/APR Data

Number of findings of Noncompliance that were timely corrected	Number of findings of Noncompliance that were identified FFY 2022	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
253	259		100%	97.68%	N/A	N/A

Percent of findings of noncompliance not corrected or not verified as corrected within one year of identification	2.32%
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Provide additional information about this indicator (optional)

Summary of Findings of Noncompliance identified in FFY 2022 Corrected in FFY 2023 (corrected within one year from identification of the noncompliance):

1. Number of findings of noncompliance the State identified during FFY 2022 (the period from July 1, 2022 through June 30, 2023)	259
2. Number of findings the State verified as timely corrected (corrected within one year from the date of written notification to the LEA of the finding)	253
3. Number of findings <u>not</u> verified as corrected within one year	6

Subsequent Correction: Summary of All Outstanding Findings of Noncompliance Identified in FFY 2022 Not Timely Corrected in FFY 2023 (corrected more than one year from identification of the noncompliance):

4. Number of findings of noncompliance not timely corrected	6
5. Number of findings in Col. A the State has verified as corrected beyond the one-year timeline for Indicator 4B, 9, 10, 11, 12, 13 ("subsequent correction")	0
6a. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 4B	
6b. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 9	
6c. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 10	
6d. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 11	
6e. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 12	
6f. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 13	
6g. (optional) Number of written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - All other findings	
7. Number of findings <u>not</u> yet verified as corrected	6

Subsequent correction: If the State did not ensure timely correction of previous findings of noncompliance, provide information on the nature of any continuing noncompliance and the actions that have been taken, or will be taken, to ensure the subsequent correction of the outstanding noncompliance, to address areas in need of improvement, and any sanctions or enforcement actions used, as necessary and consistent with IDEA's enforcement

provisions, the OMB Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), and State rules.

For Indicator 10, see the responses to the, “FFY 2022 Findings of Noncompliance Not Yet Verified as Corrected,” and, “FFY 2021 Findings of Noncompliance Not Yet Verified as Corrected,” prompts within the Indicator 10 section of this report.

For Indicator 11, see the responses to the, “FFY 2022 Findings of Noncompliance Not Yet Verified as Corrected,” prompt within the Indicator 11 section of this report.

18 - OSEP Response

The State has established the baseline for this indicator, using data from FFY 2023, and OSEP accepts that baseline.

18 - Required Actions

The State must demonstrate, in the FFY 2024 SPP/APR, that the remaining six uncorrected findings of noncompliance identified in FFY 2022 were corrected. When reporting on the correction of noncompliance, the State must report, in the FFY 2024 SPP/APR, that it has verified that each LEA with findings of noncompliance identified in FFY 2023 and each LEA with remaining noncompliance identified in FFY 2022: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP QA 23-01. In the FFY 2024 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

Certification

Instructions

Choose the appropriate selection and complete all the certification information fields. Then click the "Submit" button to submit your APR.

Certify

I certify that I am the Chief State School Officer of the State, or his or her designee, and that the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report is accurate.

Select the certifier's role:

Designated by the Chief State School Officer to certify

Name and title of the individual certifying the accuracy of the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report.

Name:

Jo Hannah Ward

Title:

Administrator, Office for Exceptional Children

Email:

johannah.ward@education.ohio.gov

Phone:

614-752-1378

Submitted on:

04/23/25 11:27:21 AM

Determination Enclosures

RDA Matrix

Ohio 2025 Part B Results-Driven Accountability Matrix

Results-Driven Accountability Percentage and Determination (1)

Percentage (%)	Determination
82.95%	Meets Requirements

Results and Compliance Overall Scoring

Section	Total Points Available	Points Earned	Score (%)
Results	20	15	75.00%
Compliance	22	20	90.91%

(1) For a detailed explanation of how the Compliance Score, Results Score, and the Results-Driven Accountability Percentage and Determination were calculated, review "How the Department Made Determinations under Section 616(d) of the Individuals with Disabilities Education Act in 2025: Part B."

2025 Part B Results Matrix

Reading Assessment Elements

Reading Assessment Elements	Grade	Performance (%)	Score
Percentage of Children with Disabilities Participating in Statewide Assessment (2)	Grade 4	99%	1
Percentage of Children with Disabilities Participating in Statewide Assessment	Grade 8	98%	1
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 4	25%	1
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 4	90%	1
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 8	32%	2
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 8	93%	1

Math Assessment Elements

Math Assessment Elements	Grade	Performance (%)	Score
Percentage of Children with Disabilities Participating in Statewide Assessment	Grade 4	99%	1
Percentage of Children with Disabilities Participating in Statewide Assessment	Grade 8	97%	1
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 4	42%	1
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 4	91%	1
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 8	23%	2
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 8	91%	1

(2) Statewide assessments include the regular assessment and the alternate assessment.

Exiting Data Elements

Exiting Data Elements	Performance (%)	Score
Percentage of Children with Disabilities who Dropped Out	18	1
Percentage of Children with Disabilities who Graduated with a Regular High School Diploma*	66	0

*When providing exiting data under section 618 of the IDEA, States are required to report on the number of students with disabilities who exited an educational program through receipt of a regular high school diploma. These students meet the same standards for graduation as those for students without disabilities. As explained in 34 C.F.R. § 300.102(a)(3)(iv), in effect June 30, 2017, "the term regular high school diploma means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards described in section 1111(b)(1)(E) of the ESEA. A regular high school diploma does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential."

2025 Part B Compliance Matrix

Part B Compliance Indicator (3)	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY 2022 (4)	Score
Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	0.00%	N/A	2
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	0.93%	YES	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	6.34%	NO	1
Indicator 11: Timely initial evaluation	99.08%	NO	2
Indicator 12: IEP developed and implemented by third birthday	97.44%	YES	2
Indicator 13: Secondary transition	99.89%	YES	2
Indicator 18: General Supervision	97.68%	NO	2
Timely and Accurate State-Reported Data	100.00%		2
Timely State Complaint Decisions	100.00%		2
Timely Due Process Hearing Decisions	100.00%		2
Longstanding Noncompliance			1
Programmatic Specific Conditions	None		
Uncorrected identified noncompliance	Yes, 2 to 4 years		

(3) The complete language for each indicator is located in the Part B SPP/APR Indicator Measurement Table at:

<https://sites.ed.gov/idea/files/FFY2023-Part-B-SPP-APR-Reformatted-Measurement-Table.pdf>

(4) This column reflects full correction, which is factored into the scoring only when the compliance data are $\geq 5\%$ and $< 10\%$ for Indicators 4B, 9, and 10, and $\geq 90\%$ and $< 95\%$ for Indicators 11, 12, 13 and 18.

Data Rubric

Ohio

FFY 2023 APR (1)

Part B Timely and Accurate Data -- SPP/APR Data

APR Indicator	Valid and Reliable	Total
1	1	1
2	1	1
3A	1	1
3B	1	1
3C	1	1
3D	1	1
4A	1	1
4B	1	1
5	1	1
6	1	1
7	1	1
8	1	1
9	1	1
10	1	1
11	1	1
12	1	1
13	1	1
14	1	1
15	1	1
16	1	1
17	1	1
18	1	1

APR Score Calculation

Subtotal	22
Timely Submission Points - If the FFY 2023 APR was submitted on-time, place the number 5 in the cell on the right.	5
Grand Total - (Sum of Subtotal and Timely Submission Points) =	27

(1) In the SPP/APR Data table, where there is an N/A in the Valid and Reliable column, the Total column will display a 0. This is a change from prior years in display only; all calculation methods are unchanged. An N/A does not negatively affect a State's score; this is because 1 point is subtracted from the Denominator in the Indicator Calculation table for each cell marked as N/A in the SPP/APR Data table.

618 Data (2)

Table	Timely	Complete Data	Passed Edit Check	Total
Child Count/ Ed Envs Due Date: 7/31/24	1	1	1	3
Personnel Due Date: 3/5/25	1	1	1	3
Exiting Due Date: 3/5/25	1	1	1	3
Discipline Due Date: 3/5/25	1	1	1	3
State Assessment Due Date: 1/8/25	1	1	1	3
Dispute Resolution Due Date: 11/13/24	1	1	1	3
MOE/CEIS Due Date: 9/4/24	1	1	1	3

618 Score Calculation

Subtotal	21
Grand Total (Subtotal X 1.28571429) =	27.00

(2) In the 618 Data table, when calculating the value in the Total column, any N/As in the Timely, Complete Data, or Passed Edit Checks columns are treated as a '0'. An N/A does not negatively affect a State's score; this is because 1.28571429 points are subtracted from the Denominator in the Indicator Calculation table for each cell marked as N/A in the 618 Data table.

Indicator Calculation

A. APR Grand Total	27
B. 618 Grand Total	27.00
C. APR Grand Total (A) + 618 Grand Total (B) =	54.00
Total N/A Points in APR Data Table Subtracted from Denominator	0
Total N/A Points in 618 Data Table Subtracted from Denominator	0.00
Denominator	54.00
D. Subtotal (C divided by Denominator) (3) =	1.0000
E. Indicator Score (Subtotal D x 100) =	100.00

(3) Note that any cell marked as N/A in the APR Data Table will decrease the denominator by 1, and any cell marked as N/A in the 618 Data Table will decrease the denominator by 1.28571429.

APR and 618 -Timely and Accurate State Reported Data

DATE: February 2025 Submission

SPP/APR Data

1) Valid and Reliable Data - Data provided are from the correct time period, are consistent with 618 (when appropriate) and the measurement, and are consistent with previous indicator data (unless explained).

Part B 618 Data

1) Timely – A State will receive one point if it submits all *EDFacts* files or the entire *EMAPS* survey associated with the IDEA Section 618 data collection to ED by the initial due date for that collection (as described in the table below).

618 Data Collection	EDFacts Files/ EMAPS Survey	Due Date
Part B Child Count and Educational Environments	FS002 & FS089	7/31/2024
Part B Personnel	FS070, FS099, FS112	3/5/2025
Part B Exiting	FS009	3/5/2025
Part B Discipline	FS005, FS006, FS007, FS088, FS143, FS144	3/5/2025
Part B Assessment	FS175, FS178, FS185, FS188	1/8/2025
Part B Dispute Resolution	Part B Dispute Resolution Survey in <i>EMAPS</i>	11/13/2024
Part B LEA Maintenance of Effort Reduction and Coordinated Early Intervening Services	Part B MOE Reduction and CEIS Survey in <i>EMAPS</i>	9/4/2024

2) Complete Data – A State will receive one point if it submits data for all files, permitted values, category sets, subtotals, and totals associated with a specific data collection by the initial due date. No data is reported as missing. No placeholder data is submitted. The data and metadata responses submitted to *EDFacts* align. State-level data include data from all districts or agencies.

3) Passed Edit Check – A State will receive one point if it submits data that meets all the edit checks related to the specific data collection by the initial due date. The counts included in 618 data submissions are internally consistent within a data collection.

Dispute Resolution

IDEA Part B

Ohio

School Year: 2023-24

Section A: Written, Signed Complaints

(1) Total number of written signed complaints filed.	209
(1.1) Complaints with reports issued.	125
(1.1) (a) Reports with findings of noncompliance	37
(1.1) (b) Reports within timelines	121
(1.1) (c) Reports within extended timelines	4
(1.2) Complaints pending.	0
(1.2) (a) Complaints pending a due process hearing.	0
(1.3) Complaints withdrawn or dismissed.	84

Section B: Mediation Requests

(2) Total number of mediation requests received through all dispute resolution processes.	192
(2.1) Mediations held.	141
(2.1) (a) Mediations held related to due process complaints.	28
(2.1) (a) (i) Mediation agreements related to due process complaints.	26
(2.1) (b) Mediations held not related to due process complaints.	113
(2.1) (b) (i) Mediation agreements not related to due process complaints.	103
(2.2) Mediations pending.	34
(2.3) Mediations withdrawn or not held.	17

Section C: Due Process Complaints

(3) Total number of due process complaints filed.	84
(3.1) Resolution meetings.	21
(3.1) (a) Written settlement agreements reached through resolution meetings.	0
(3.2) Hearings fully adjudicated.	3
(3.2) (a) Decisions within timeline (include expedited).	3
(3.2) (b) Decisions within extended timeline.	0
(3.3) Due process complaints pending.	8
(3.4) Due process complaints withdrawn or dismissed (including resolved without a hearing).	73

Section D: Expedited Due Process Complaints (Related to Disciplinary Decision)

(4) Total number of expedited due process complaints filed.	17
(4.1) Expedited resolution meetings.	7
(4.1) (a) Expedited written settlement agreements.	0
(4.2) Expedited hearings fully adjudicated.	0
(4.2) (a) Change of placement ordered	0
(4.3) Expedited due process complaints pending.	0
(4.4) Expedited due process complaints withdrawn or dismissed.	17

This report shows the most recent data that was entered by:
Ohio

These data were extracted on the close date:
11/13/2024

How the Department Made Determinations

Below is the location of How the Department Made Determinations (HTDMD) on OSEP's IDEA Website. How the Department Made Determinations in 2025 will be posted in June 2025. Copy and paste the link below into a browser to view.

<https://sites.ed.gov/idea/how-the-department-made-determinations/>



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

Final Determination Letter

June 20, 2025

Honorable Stephen Dackin
Director
Ohio Department of Education
25 South Front Street
Columbus, OH 43215

Dear Director Dackin:

I am writing to advise you of the U.S. Department of Education's (Department) 2025 determination under Section 616 of the Individuals with Disabilities Education Act (IDEA). The Department has determined that Ohio meets the requirements and purposes of Part B of the IDEA. This determination is based on the totality of Ohio's data and information, including the Federal fiscal year (FFY) 2023 State Performance Plan/Annual Performance Report (SPP/APR), other State-reported data, and other publicly available information.

Ohio's 2025 determination is based on the data reflected in its "2025 Part B Results-Driven Accountability Matrix" (RDA Matrix). The RDA Matrix is individualized for each State and Entity and consists of:

- (1) a Compliance Matrix that includes scoring on Compliance Indicators and other compliance factors;
- (2) a Results Matrix that includes scoring on Results Elements;
- (3) a Compliance Score and a Results Score;
- (4) an RDA Percentage based on both the Compliance Score and the Results Score; and
- (5) the State's or Entity's Determination

The RDA Matrix is further explained in a document, entitled "[How the Department Made Determinations under Section 616\(d\) of the Individuals with Disabilities Education Act in 2025: Part B](#)" (HTDMD).

The Office of Special Education Programs (OSEP) is continuing to use both results data and compliance data in making determinations in 2025, as it did for Part B determinations in 2015-2024. (The specifics of the determination procedures and criteria are set forth in the HTDMD document and reflected in the RDA Matrix for Ohio).

In making Part B determinations in 2025, OSEP continued to use results data related to:

- (1) the participation of children with disabilities (CWD) on Statewide assessments (which include the regular assessment and the alternate assessment);
- (2) the participation and performance of CWD on the most recently administered (school year 2023-2024) National Assessment of Educational Progress (NAEP), as applicable (For the 2025 determinations, OSEP is using results data on the participation and performance of children with disabilities on the NAEP for the 50 States, the District of Columbia, the Bureau of Indian Education, and Puerto Rico. OSEP used the available NAEP data for Puerto Rico in making Puerto Rico's 2025 determination as it did for Puerto Rico's 2024 determination. OSEP used the publicly available NAEP data for the Bureau of Indian Education that was comparable to the NAEP data available for the 50 States, the District of Columbia and Puerto Rico; specifically OSEP did not use NAEP participation data in making the BIE's 2025 determination because the most recently administered NAEP participation data for the BIE that is publicly available is 2020, whereas the most recently administered NAEP participation data for the 50 States, the District of Columbia, and Puerto Rico that is publicly available is 2024);
- (3) the percentage of CWD who graduated with a regular high school diploma; and
- (4) the percentage of CWD who dropped out.

For the 2025 IDEA Part B determinations, OSEP also considered performance on timely correction of noncompliance requirements in Indicator 18. While the State's performance on timely correction of noncompliance was a factor in each State or Entity's 2025 Part B Compliance Matrix, no State or Entity received a Needs Intervention determination in 2025 due solely to this criterion. However, this criterion will be fully incorporated beginning with the 2026 determinations.

You may access the results of OSEP's review of Ohio's SPP/APR and other relevant data by accessing the EMAPS SPP/APR reporting tool using your Ohio-specific log-on information at <https://emaps.ed.gov/suite/>. When you access Ohio's SPP/APR on the site, you will find, in applicable Indicators 1 through 18, the OSEP Response to the indicator and any actions that Ohio is required to take. The actions that Ohio is required to take are in the "Required Actions" section of the indicator.

It is important for you to review the Introduction to the SPP/APR, which may also include language in the "OSEP Response" and/or "Required Actions" sections.

400 MARYLAND AVE. S.W., WASHINGTON DC 20202-2600

www.ed.gov

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

You will also find the following important documents in the Determinations Enclosures section:

- (1) Ohio's RDA Matrix;
- (2) the HTDMD [link](#);
- (3) "2025 Data Rubric Part B," which shows how OSEP calculated Ohio's "Timely and Accurate State-Reported Data" score in the Compliance Matrix; and
- (4) "Dispute Resolution 2023-2024," which includes the IDEA Section 618 data that OSEP used to calculate the Ohio's "Timely State Complaint Decisions" and "Timely Due Process Hearing Decisions" scores in the Compliance Matrix.

As noted above, Ohio's 2025 determination is Meets Requirements. A State's or Entity's 2025 RDA Determination is Meets Requirements if the RDA Percentage is at least 80%, unless OSEP has imposed programmatic Specific Conditions on the State's or Entity's last three IDEA Part B grant awards (for FFYs 2022, 2023, and 2024), and those Specific Conditions are in effect at the time of the 2025 determination.

The Secretary is considering modifying the factors the Department will use in making its determinations in June 2026 and beyond, as part of the Administration's priority to empower States in taking the lead in developing and implementing policies that best serve children with disabilities, and empowering parents with school choice options. As we consider changes to data collection and how we use the data reported to the Department in making annual IDEA determinations, OSEP will provide parents, States, entities, and other stakeholders with an opportunity to comment and provide input through a variety of mechanisms.

For the FFY 2024 SPP/APR submission due on February 1, 2026, OSEP is providing the following information about the IDEA Section 618 data. The 2024-25 IDEA Section 618 Part B data submitted as of the due date will be used for the FFY 2024 SPP/APR and the 2026 IDEA Part B Results Matrix and data submitted during correction opportunities will not be used for these purposes. The 2024-25 IDEA Section 618 Part B data will automatically be prepopulated in the SPP/APR reporting platform for Part B SPP/APR Indicators 3, 5, and 6 (as they have in the past). Under EDFacts Modernization, States and Entities are expected to submit high-quality IDEA Section 618 Part B data that can be published and used by the Department as of the due date. States and Entities are expected to conduct data quality reviews prior to the applicable due date. OSEP expects States and Entities to take one of the following actions for all business rules that are triggered in the appropriate EDFacts system prior to the applicable due date: 1) revise the uploaded data to address the edit; or 2) provide a data note addressing why the data submission triggered the business rule. States and Entities will be unable to submit the IDEA Section 618 Part B data without taking one of these two actions. There will not be a resubmission period for the IDEA Section 618 Part B data.

As a reminder, Ohio must report annually to the public, by posting on the State educational agency's (SEA's) website, the performance of each local educational agency (LEA) located in Ohio on the targets in the SPP/APR as soon as practicable, but no later than 120 days after Ohio's submission of its FFY 2023 SPP/APR. In addition, Ohio must:

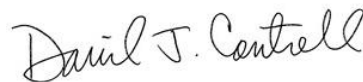
- (1) review LEA performance against targets in the State's SPP/APR;
- (2) determine if each LEA "meets the requirements" of Part B, or "needs assistance," "needs intervention," or "needs substantial intervention" in implementing Part B of the IDEA;
- (3) take appropriate enforcement action; and
- (4) inform each LEA of its determination.

Further, Ohio must make its SPP/APR available to the public by posting it on the SEA's website. Within the upcoming weeks, OSEP will be finalizing a State Profile that:

- (1) includes Ohio's determination letter and SPP/APR, OSEP attachments, and all State or Entity attachments that are accessible in accordance with Section 508 of the Rehabilitation Act of 1973; and
- (2) will be accessible to the public via the ed.gov website.

OSEP appreciates Ohio's efforts to improve results for children and youth with disabilities and looks forward to working with Ohio over the next year as we continue our important work of improving the lives of children with disabilities and their families. Please contact your OSEP State Lead if you have any questions, would like to discuss this further, or want to request technical assistance.

Sincerely,



David J. Cantrell
Deputy Director
Office of Special Education Programs

cc: Ohio Director of Special Education