

STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT: PART B

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

**For reporting on
FFY 2022**

Ohio



PART B DUE February 1, 2024

**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

Additional information related to data collection and reporting

Number of Districts in your State/Territory during reporting year

968

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).

See attachment "Intro - General Supervision"

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 and professional development that is linked directly to the indicators and improvement activities established in the SPP/APR. Through this assistance, the state uses a variety of means, at varying levels of intensity, to build capacity throughout the state.

Ohio's State System of Support

Ohio House Bill 115 established the creation of a coordinated, integrated and aligned regional system to support state and school district efforts to improve school effectiveness and student achievement. The Ohio Department of Education and Workforce (DEW) awards 16 contracts to Educational Service Centers designated as fiscal agents for the State Support Teams (SSTs) within their geographic regions. The 16 SSTs comprise Ohio's State System of Support.

The goal of the State System of Support is to build the capacity of local and related education agencies to engage in systemic and sustainable improvement that impacts educational outcomes for students. SSTs are integral to implementing and achieving this goal. By providing high-quality technical assistance and professional development, SSTs support districts in developing the capacity to fully implement research-based processes and 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 districts and families.

The DEW determines the scope of work for the SSTs, as outlined in an annual grant agreement. SSTs are responsible for the regional delivery of school improvement, special education, and early learning and school readiness services to LEAs. This agreement details specific responsibilities in the work of SSTs with local districts and community schools, organized by priority areas. SSTs provide varying levels of technical assistance and professional development in these areas, based on their districts' SPP/APR performance and indicator data. SSTs use multiple years of indicator data to identify patterns of strengths and weaknesses within each LEA and across LEAs located in their regions. SSTs also provide information, services, and support to parents and families of children with disabilities and those at risk of being identified with disabilities.

In some cases, the DEW designates that state support team personnel provide support in priority areas. Areas of priority include Positive Behavioral Interventions and Supports as part of a multi-tiered system of support, early language and literacy professional learning and implementation, and secondary transition/workforce development. They also support districts in meeting requirements and implementing best practices, aligning efforts statewide to improve results for students with disabilities and other underperforming students.

At each state support team, consultants provide technical assistance and professional learning to support identified regional priorities related to indicator data, such as least restrictive environment and improving reading and mathematics performance for children with disabilities. State support teams 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. State support teams 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.

Specialized Technical Assistance

Multiple organizations within Ohio provide technical assistance and professional development within specialized areas, designed to improve special education services and outcomes for students with disabilities.

Ohio Center for Autism and Low Incidence. With funding from the DEW and other sources, 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. The statewide Center for Sensory Disabilities is housed within the Ohio Center for Autism and Low Incidence 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 the center, Ohio is working to build state and system-wide capacity to improve outcomes through leadership, training and professional development, technical assistance, collaboration and technology. The Ohio Center for Autism and Low Incidence also provides assistive technology services, including resources, professional development and loans of specific devices. More information is available at www.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 www.ocecd.org.

Parent Mentors. Across Ohio, a network of more than 100 parent mentors serve 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 school districts 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 district 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 district personnel to encourage productive communication that results in effective programs for children with disabilities.

Seminars, training, and conferences. The DEW offers various in-person and web-based seminars, trainings and conferences throughout the state targeted to school district administrators, teachers, related service providers, college/university faculty representing teacher preparation programs and parents of children with disabilities. As part of the annual OCALICON conference, the DEW hosts a Special Education Leadership Institute, recently renamed the Inclusive Education Leadership Institute to reflect the Department's focus on inclusive education.

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.

See the Technical Assistance section for a description of Ohio's technical assistance and professional development system.

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.

The Ohio Department of Education and Workforce (DEW) 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 DEW 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 ODE's special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The DEW 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 DEW 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 DEW 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 DEW'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%) of these comments were from individuals who self-identified as parents. Forty-seven people expressed interest in the virtual stakeholder group, thirteen (27.66%) of which self-identified as parents.

During the public comment period, the DEW 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 DEW sent invitations to participate in the virtual stakeholder group in November 2021. The DEW 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%) to individuals who self-identified as parents.

The DEW 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%) 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 DEW 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 DEW 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 DEW updated the agency webpage with the revised targets and notified stakeholders through an EdConnection article in January 2023.

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

YES

Number of Parent Members:

71

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.

The Ohio Department of Education and Workforce (DEW) initiated stakeholder engagement in target setting with the State Advisory Panel on Exceptional Children (SAPEC). The DEW reviewed and discussed each of the 11 indicators with the panel and collected feedback from all members. The DEW collaborated with the Statewide Family Engagement Center to meet with the Family Collaborative, including 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. Members of the Family Collaborative were surveyed to determine the best meeting time for most participants. Following the initial meeting, the state learned that several interested parents were unable to attend and added a second meeting with the Family Collaborative to ensure maximum parent participation. The DEW also met with attorneys from parent advocacy groups. The DEW reviewed the indicator fact sheets, including trend data, data and programmatic considerations and proposed target options with each of these groups. 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 DEW organized 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 DEW collaborates with The Ohio State University across numerous activities to support families of children with disabilities. The DEW provides grant funding to the Ohio Statewide Family Engagement Center to provide family and community engagement consultants to regional state support teams. This includes a community of practice to support coordination and professional development to increase collaboration, networking and communication across regions, and to improve the quality of services provided to families of students with disabilities. The focus is on high impact family engagement practices directed to families of students with disabilities, families of other vulnerable students and school districts. 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.

The DEW 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, Spanish, Somali, Nepali, Arabic and Chinese). Results are analyzed and the team at CETE makes adjustments 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 this new survey format is a great increase over the previous paper version that was used.

The DEW 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 groups and are available in the preferred language of the family. This year's projects funded by this grant also include continued support and development of parent-friendly documents related to a new state settlement plan (11 District Plan) and creation and provision of trainings to parents and families of children with disabilities regarding upcoming changes to the Ohio Operating Standards, the Parent's Rights handbook and revisions to the restraint and seclusion and positive behavioral interventions and supports (PBIS) state rule.

The DEW currently funds over 80 Parent Mentor positions throughout Ohio. Parent Mentors are parents of children with a disability 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. The DEW 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 DEW continues to support and grow this program, which is unique to Ohio.

The DEW has partnered with other offices within the agency to maintain the Families of Students with Disabilities webpage specifically designed to provide resources to families of students with disabilities. This page highlights existing resources for families in one central location on the state's website. The 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. There are plans to develop additional resources for families of students with disabilities, particularly in the areas of transitions throughout a child's educational career. The DEW has created a new family-friendly Evaluation Roadmap document, which has been translated into numerous languages and shared widely. This

document includes links and important information about the role of the parent in this process and is available on the Families of Students with Disabilities webpage at <https://education.ohio.gov/Topics/Special-Education/Families-of-Students-with-Disabilities>.

The DEW 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 DEW 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.

As described above, the DEW solicited public input via a public comment period posted to the department webpage (see <https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). Public comment was available from September 27, 2021, through November 5, 2021. Indicator fact sheets were available for individual review prior to submitting public comment. Stakeholders had the option of commenting on as few or many indicators as they wished. Additionally, the DEW recorded overviews of each fact sheet facilitated by department staff and posted the videos alongside the fact sheets. The DEW held multiple stakeholder meetings during the public comment period in which target setting was reviewed and discussed. The DEW directed stakeholders to submit feedback via public comment multiple times in each of these meetings. The DEW facilitated a series of six virtual stakeholder meetings following the public comment period which included focused discussion of each indicator and target options. Participants drew on their individual expertise, as well as data and programmatic considerations provided by the department, to consider improvement strategies and targets that are both attainable and rigorous.

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.

The DEW has previously reported to the public on APR indicators through web postings, meetings with stakeholders and professional organizations (including the state advisory panel) and through regional and statewide conferences. The DEW will continue utilizing these means to report annually to the public on Ohio's progress and/or slippage in meeting the indicator targets. After submission to OSEP, the DEW posted the FFY 2021 (2021-2022) APR to the department website (see <https://education.ohio.gov/Topics/Special-Education/State-Performance-Plan>). After submission to OSEP, the DEW posted the indicator targets for FFY 2020 through FFY 2025 to the target setting website (see <https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>).

To report to the public on the performance of LEAs located in the State on the SPP/APR indicators, the DEW posted a report on the department website within 120 days after submission of the APR, as required (see <https://education.ohio.gov/Topics/Special-Education/Resources-for-Parents-and-Teachers-of-Students-wit/District-Level-Performance-Data>). In addition to the public report, each LEA annually receives a 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 department's website (see <https://education.ohio.gov/Topics/Special-Education/Special-Education-Data-and-Funding/District-Level-Performance-Data>).

Reporting to the Public

How and where the State reported to the public on the FFY 2021 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 2021 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 2021 APR in 2023, is available.

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Ohio has reported to the public on the state's 2023 determination, required actions, and improvement strategies through the department 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 2022 SPP/APR, use data from 2021-2022), 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
2020	58.53%

FFY	2017	2018	2019	2020	2021
Target >=	72.30%	73.80%	75.40%	60.00%	62.00%
Data	70.45%	51.37%	47.99%	58.53%	67.46%

Targets

FFY	2022	2023	2024	2025
Target >=	64.00%	66.00%	68.00%	70.00%

Targets: Description of Stakeholder Input

The Ohio Department of Education and Workforce (DEW) 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 DEW 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 ODE's special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The DEW 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.

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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 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 DEW 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 DEW 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 DEW updated the agency webpage with the revised targets and notified stakeholders through an EdConnection article in January 2023.

Prepopulated Data

Source	Date	Description	Data
SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	05/24/2023	Number of youth with IEPs (ages 14-21) who exited special education by graduating with a regular high school diploma (a)	14,140
SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	05/24/2023	Number of youth with IEPs (ages 14-21) who exited special education by graduating with a state-defined alternate diploma (b)	
SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	05/24/2023	Number of youth with IEPs (ages 14-21) who exited special education by receiving a certificate (c)	2,296
SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	05/24/2023	Number of youth with IEPs (ages 14-21) who exited special education by reaching maximum age (d)	43
SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	05/24/2023	Number of youth with IEPs (ages 14-21) who exited special education due to dropping out (e)	3,829

FFY 2022 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 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
14,140	20,308	67.46%	64.00%	69.63%	Met target	No Slippage

Graduation Conditions

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

Ohio's students in the class of 2022 had multiple pathways to earn a high school diploma:

All graduating students must complete core curriculum requirements and earn a state minimum of 20 credits in specified subjects, 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 and complete at least two semesters of fine arts.

In addition to the core requirements stated above, students must meet one of the following pathways to graduate:

- (1) Ohio's State Tests: Earn 18 of 35 points on seven end-of-course state tests (Algebra I or Integrated Math I, Geometry or Integrated Math II, American Government, American History, English I, English II, and Biology). Students can earn up to five graduation points on each test. Students must meet a minimum of four points in math, four points in English language arts, and six points across science and social studies is required.
- (2) Industry-recognized credential and workforce readiness: Earn a minimum of 12 points by receiving a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and earn the required score on WorkKeys, a work-readiness test.
- (3) College and career readiness tests: Earn remediation-free scores in math and English language arts on the ACT or SAT.
- (4) Demonstrate readiness and competency: Earn 2 diploma seals, including at least 1 Ohio-designed seal, and earn a passing score on Ohio's high school Algebra 1 and English 2 tests. If students have taken the high school tests at least twice without passing, the three alternative options below become available to replace the Algebra 1 and English 2 testing requirement: (a) Demonstrate at least one foundational and one additional career-focused activity. Foundational activities include a proficient score on WebXams, a 12-point industry credential, or a pre-apprenticeship or acceptance into an apprenticeship program. Supporting activities include work-based learning, earning a required score on WorkKeys, or an OhioMeansJobs Readiness Seal; (b) Provide evidence for military enlistment upon graduation; (c) Earn credit for one college-level math or English course through Ohio's free College Credit Plus program.

For more information on Ohio's graduation requirements, see <https://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Earning-an-Ohio-High-School-Diploma-for-the-Cl-2>.

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)

YES

If yes, explain the difference in conditions that youth with IEPs must meet.

There are several adjustments to the state graduation requirements for a regular high school diploma that are available only to students with disabilities: (1) Students with significant cognitive disabilities may take alternate assessments in lieu of end of course exams; (2) A student may be exempted, based on his IEP, from the requirement to score proficient or above on end of course exams or the alternate assessment for students with the most significant cognitive disabilities; and (3) An IEP team may decide that a student with a disability will meet curricular requirements for graduation by meeting the goals on his IEP, as permitted by Ohio Revised Code §3313.61(A)(1). This option is noted in the postsecondary transition planning section of the student's IEP.

Provide additional information about this indicator (optional)

Ohio has 20,308 students with disabilities exit special education in 2021-2022, which is 652 more students than in 2020-2021. Of those 20,308 students with disabilities, 14,140 graduated with a regular high school diploma, which is 880 more than the previous year. Ohio exceeded the 2021-2022 target by 5.63%. Additionally, Ohio's percentage of students with disabilities graduating with a regular high school diploma increased by 2.47% since 2020-2021.

1 - Prior FFY Required Actions

None

1 - OSEP Response

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 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 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 2022 SPP/APR, use data from 2021-2022), 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
2013	21.60%

FFY	2017	2018	2019	2020	2021
Target <=	21.60%	21.50%	21.50%	16.68%	16.00%
Data	20.89%	20.63%	20.68%	16.68%	16.09%

Targets

FFY	2022	2023	2024	2025
Target <=	15.50%	15.00%	14.00%	13.00%

Targets: Description of Stakeholder Input

The Ohio Department of Education and Workforce (DEW) 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 DEW 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 ODE's special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The DEW 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 DEW 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 DEW 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 DEW'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%) of these comments were from individuals who self-identified as parents. Forty-seven people expressed interest in the virtual stakeholder group, thirteen (27.66%) of which self-identified as parents.

During the public comment period, the DEW 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 DEW sent invitations to participate in the virtual stakeholder group in November 2021. The DEW 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%) to individuals who self-identified as parents.

The DEW 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%) 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 DEW 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 DEW 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 DEW updated the agency webpage with the revised targets and notified stakeholders through an EdConnection article in January 2023.

Prepopulated Data

Source	Date	Description	Data
SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	05/24/2023	Number of youth with IEPs (ages 14-21) who exited special education by graduating with a regular high school diploma (a)	14,140
SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	05/24/2023	Number of youth with IEPs (ages 14-21) who exited special education by graduating with a state-defined alternate diploma (b)	
SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	05/24/2023	Number of youth with IEPs (ages 14-21) who exited special education by receiving a certificate (c)	2,296
SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	05/24/2023	Number of youth with IEPs (ages 14-21) who exited special education by reaching maximum age (d)	43
SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	05/24/2023	Number of youth with IEPs (ages 14-21) who exited special education due to dropping out (e)	3,829

FFY 2022 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 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
3,829	20,308	16.09%	15.50%	18.85%	Did not meet target	Slippage

Provide reasons for slippage, if applicable

Ohio's historical dropout rate was upwards of 20%, until the COVID-19 pandemic, which decreased the number of exiting students with disabilities by 688 from 2018-2019 to 2019-2020, and by another 950 from 2020-2021 to 2021-2022. With that decrease in exiting students with disabilities, Ohio also saw a decrease in students with disabilities who exited by dropping out, by 966 from 2018-2019 to 2019-2020 and by another 274 from 2020-2021 to 2021-2022.

This change is not specific to exiting students or to students with disabilities. The COVID-19 pandemic led to a decrease of over 5,000 students statewide from 2018-2019 to 2019-2020 and an additional decrease of over 44,700 from 2019-2020 to 2020-2021. Ohio saw a slight increase in enrollment of all students in 2021-2022 of over 4,000 students. It is reasonable to expect an increase in dropout rates as Ohio's enrollment continues to increase and approach pre-pandemic numbers.

Additionally, much of the 2021-2022 school year was experienced remotely. The number of students with disabilities dropping out may have been impacted by the remote education experience. These students may have opted for a different schooling experience, such as homeschool. These students may also have transferred to another LEA in Ohio and were not captured by Ohio's current methodology.

Ohio's methodology for the dropout calculation is currently a dropout event count: any student with a disability, aged 14-21, who exited special education with a relevant dropout code is counted as a dropout event regardless of subsequent events in the same or later reporting periods. It is possible that some of the students who are counting as having dropped out may have been educated elsewhere.

Beginning with the 2022-2023 school year, Ohio will update its methodology to follow students longitudinally throughout the reporting period. Thus, students who withdraw from one local education agency and then re-enroll in the same or another local education agency within the same reporting period will no longer count as dropouts. This change to the methodology will take effect with the 2022-2023 school year and will be reported in the FFY2023 Annual Performance Report in February 2025.

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 (C009) 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 district: Student eligibility changed, district does not know where education will be continued.

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 20,308 students with disabilities exit special education in 2021-2022, which is 652 more students than in 2020-2021. Of those 20,308 students with disabilities, 3,829 dropped out, which is 666 more than during the previous year. Ohio's dropout rate for the 2021-2022 school year did not meet the state's target of 15.50%. Additionally, Ohio's dropout rate for 2021-2022 is 2.76% higher than the previous year.

2 - Prior FFY Required Actions

None

2 - OSEP Response

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 ED Facts 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	2022	2023	2024	2025
Reading	A >=	Grade 4	95.00%	95.00%	95.00%	95.00%
Reading	B >=	Grade 8	95.00%	95.00%	95.00%	95.00%
Reading	C >=	Grade HS	95.00%	95.00%	95.00%	95.00%
Math	A >=	Grade 4	95.00%	95.00%	95.00%	95.00%
Math	B >=	Grade 8	95.00%	95.00%	95.00%	95.00%
Math	C >=	Grade HS	95.00%	95.00%	95.00%	95.00%

Targets: Description of Stakeholder Input

The Ohio Department of Education and Workforce (DEW) 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 DEW 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 ODE's special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The DEW 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 DEW 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.

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During the public comment period, the DEW 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 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 DEW 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 DEW 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 DEW updated the agency webpage with the revised targets and notified stakeholders through an EdConnection article in January 2023.

FFY 2022 Data Disaggregation from EDFacts

Data Source:

SY 2022-23 Assessment Data Groups - Reading (EDFacts file spec FS188; Data Group: 589)

Date:

01/10/2024

Reading Assessment Participation Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs (2)	21,163	20,490	22,197
b. Children with IEPs in regular assessment with no accommodations (3)	6,038	5,476	5,980
c. Children with IEPs in regular assessment with accommodations (3)	13,801	13,399	13,716
d. Children with IEPs in alternate assessment against alternate standards	1,113	1,070	1,485

Data Source:

SY 2022-23 Assessment Data Groups - Math (EDFacts file spec FS185; Data Group: 588)

Date:

01/10/2024

Math Assessment Participation Data by Grade

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs (2)	21,153	20,573	20,842
b. Children with IEPs in regular assessment with no accommodations (3)	6,057	5,439	5,128
c. Children with IEPs in regular assessment with accommodations (3)	13,772	13,470	12,876
d. Children with IEPs in alternate assessment against alternate standards	1,111	1,073	1,497

(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 2022 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A	Grade 4	20,952	21,163	98.40%	95.00%	99.00%	Met target	No Slippage
B	Grade 8	19,945	20,490	96.43%	95.00%	97.34%	Met target	No Slippage
C	Grade HS	21,181	22,197	94.46%	95.00%	95.42%	Met target	No Slippage

FFY 2022 SPP/APR Data: Math Assessment

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A	Grade 4	20,940	21,153	98.39%	95.00%	98.99%	Met target	No Slippage
B	Grade 8	19,982	20,573	96.24%	95.00%	97.13%	Met target	No Slippage
C	Grade HS	19,501	20,842	92.48%	95.00%	93.57%	Did not meet 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 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>. The public can access assessment results by going to Public Data-Test Results, selecting disaggregated by school, district, or state and choosing the "students with disabilities" subgroup. An expandable filter pane is located on the right-hand side of the report. The ASESMTN_ACMDTN_FLAG filter allows the user to select "Y" or "N", indicating the assessment was given with or without accommodations. Users may need to refresh the page as soon as it loads for the report options to appear.

The public can also access reports on the number of children with disabilities participating in regular assessments who were provided accommodations per 34 C.F.R. § 300.160(f) at <https://reportcard.education.ohio.gov/download>. See State/District/Building Disability Assessment Accommodation Counts 2022-2023.

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	2022	2023	2024	2025
Reading	A >=	Grade 4	24.86%	27.86%	31.86%	36.86%
Reading	B >=	Grade 8	13.97%	16.97%	20.97%	25.97%
Reading	C >=	Grade HS	20.84%	23.84%	27.84%	32.84%
Math	A >=	Grade 4	29.83%	32.83%	36.83%	41.83%
Math	B >=	Grade 8	16.94%	19.94%	23.94%	28.94%
Math	C >=	Grade HS	9.77%	12.77%	16.77%	21.77%

Targets: Description of Stakeholder Input

The Ohio Department of Education and Workforce (DEW) 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 DEW 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 ODE's special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The DEW created an email address specifically for target setting. This email address (specialedtargets@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 DEW 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 DEW 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 DEW'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%) of these comments were from individuals who self-identified as parents. Forty-seven people expressed interest in the virtual stakeholder group, thirteen (27.66%) of which self-identified as parents.

During the public comment period, the DEW 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 DEW sent invitations to participate in the virtual stakeholder group in November 2021. The DEW 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%) to individuals who self-identified as parents.

The DEW 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%) 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 DEW 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 DEW 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 DEW updated the agency webpage with the revised targets and notified stakeholders through an EdConnection article in January 2023.

FFY 2022 Data Disaggregation from EDFacts

Data Source:

SY 2022-23 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

Date:

01/10/2024

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	19,839	18,875	19,696
b. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	1,519	731	933

c. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	3,299	1,872	2,310
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Data Source:

SY 2022-23 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

Date:

01/10/2024

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	19,829	18,909	18,004
b. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	2,065	770	420
c. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	4,579	2,137	894

(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 2022 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 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A	Grade 4	4,818	19,839	25.77%	24.86%	24.29%	Did not meet target	Slippage
B	Grade 8	2,603	18,875	11.42%	13.97%	13.79%	Did not meet target	No Slippage
C	Grade HS	3,243	19,696	17.38%	20.84%	16.47%	Did not meet target	No Slippage

Provide reasons for slippage for Group A, 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 2022 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 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A	Grade 4	6,644	19,829	29.72%	29.83%	33.51%	Met target	No Slippage
B	Grade 8	2,907	18,909	14.37%	16.94%	15.37%	Did not meet target	No Slippage
C	Grade HS	1,314	18,004	7.43%	9.77%	7.30%	Did not meet target	Slippage

Provide reasons for slippage for Group C, if applicable

Ohio has invested in high-dosage tutoring through the Statewide Mathematics and Literacy Grant (<https://education.ohio.gov/Topics/Learning-in-Ohio/OLS-Graphic-Sections/Resources/Statewide-Mathematics-and-Literacy-Tutoring-Grant>) and the State-Funded High-Dosage Tutoring Program (<https://education.ohio.gov/Topics/Learning-in-Ohio/High-Quality-Tutoring/High-Quality-Tutoring-Districts-and-Schools/State-funded-High-Dosage-Tutoring-Programs>). In addition, Ohio districts received more than \$6.8 billion in federal COVID relief funds that can be utilized through Sept. 30, 2024 on tutoring and other programs to help students recover from the impact of the pandemic.

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.

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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	2022	2023	2024	2025
Reading	A >=	Grade 4	53.72%	54.72%	55.72%	56.72%
Reading	B >=	Grade 8	44.44%	45.44%	46.44%	47.44%
Reading	C >=	Grade HS	47.61%	48.61%	49.61%	50.61%
Math	A >=	Grade 4	32.60%	33.60%	34.60%	35.60%
Math	B >=	Grade 8	37.67%	38.67%	39.67%	40.67%
Math	C >=	Grade HS	49.39%	50.39%	51.39%	52.39%

Targets: Description of Stakeholder Input

The Ohio Department of Education and Workforce (DEW) 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 DEW 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 ODE's special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The DEW 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 DEW 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 DEW 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 DEW'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%) of these comments were from individuals who self-identified as parents. Forty-seven people expressed interest in the virtual stakeholder group, thirteen (27.66%) of which self-identified as parents.

During the public comment period, the DEW 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 DEW sent invitations to participate in the virtual stakeholder group in November 2021. The DEW 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%) to individuals who self-identified as parents.

The DEW 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%) 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 DEW 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 DEW 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 DEW updated the agency webpage with the revised targets and notified stakeholders through an EdConnection article in January 2023.

FFY 2022 Data Disaggregation from EDFacts

Data Source:

SY 2022-23 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

Date:

01/10/2024

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	1,113	1,070	1,485
b. Children with IEPs in alternate assessment against alternate standards scored at or above proficient	356	276	441

Data Source:

SY 2022-23 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

Date:

01/10/2024

Math 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	1,111	1,073	1,497
b. Children with IEPs in alternate assessment against alternate standards scored at or above proficient	236	253	491

FFY 2022 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 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A	Grade 4	356	1,113	36.06%	53.72%	31.99%	Did not meet target	Slippage
B	Grade 8	276	1,070	28.19%	44.44%	25.79%	Did not meet target	Slippage
C	Grade HS	441	1,485	34.86%	47.61%	29.70%	Did not meet target	Slippage

Provide reasons for slippage for Group A, if applicable

Ohio continues to provide training and technical assistance to reduce the number of students with disabilities taking the alternate assessment and being measured against alternate academic achievement standards, which has resulted in almost 11,000 students with disabilities transitioning to the standard grade level assessments. The state is investing in additional professional development focused on extended standards and specialized instruction for students with the most significant disabilities to provide support for students appropriately participating on the alternate assessment.

Literacy Access for All (<https://literacyaccessforall.org/>) is designed for special education professionals, teachers, developmental specialists, and other teaching professionals to increase knowledge about access to the general education curriculum. Each module builds on previous knowledge while providing new strategies, tools, and resources you can use right away in the classroom and beyond.

Provide reasons for slippage for Group B, if applicable

Ohio continues to provide training and technical assistance to reduce the number of students with disabilities taking the alternate assessment and being measured against alternate academic achievement standards, which has resulted in almost 11,000 students with disabilities transitioning to the standard grade level assessments. The state is investing in additional professional development focused on extended standards and specialized instruction for students with the most significant disabilities to provide support for students appropriately participating on the alternate assessment.

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Provide reasons for slippage for Group C, if applicable

Ohio continues to provide training and technical assistance to reduce the number of students with disabilities taking the alternate assessment and being measured against alternate academic achievement standards, which has resulted in almost 11,000 students with disabilities transitioning to the standard grade level assessments. The state is investing in additional professional development focused on extended standards and specialized instruction for students with the most significant disabilities to provide support for students appropriately participating on the alternate assessment.

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FFY 2022 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 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A	Grade 4	236	1,111	22.93%	32.60%	21.24%	Did not meet target	Slippage
B	Grade 8	253	1,073	25.50%	37.67%	23.58%	Did not meet target	Slippage
C	Grade HS	491	1,497	35.43%	49.39%	32.80%	Did not meet target	Slippage

Provide reasons for slippage for Group A, if applicable

Ohio continues to provide training and technical assistance to reduce the number of students with disabilities taking the alternate assessment and being measured against alternate academic achievement standards, which has resulted in almost 11,000 students with disabilities transitioning to the standard grade level assessments. The state is investing in additional professional development focused on extended standards and specialized instruction for students with the most significant disabilities to provide support for students appropriately participating on the alternate assessment.

Provide reasons for slippage for Group B, if applicable

Ohio continues to provide training and technical assistance to reduce the number of students with disabilities taking the alternate assessment and being measured against alternate academic achievement standards, which has resulted in almost 11,000 students with disabilities transitioning to the standard grade level assessments. The state is investing in additional professional development focused on extended standards and specialized instruction for students with the most significant disabilities to provide support for students appropriately participating on the alternate assessment.

Provide reasons for slippage for Group C, if applicable

Ohio continues to provide training and technical assistance to reduce the number of students with disabilities taking the alternate assessment and being measured against alternate academic achievement standards, which has resulted in almost 11,000 students with disabilities transitioning to the standard grade level assessments. The state is investing in additional professional development focused on extended standards and specialized instruction for students with the most significant disabilities to provide support for students appropriately participating on the alternate assessment.

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 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.

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 ED*Facts* 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 2022-2023 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2022-2023 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 2022-2023 school year compared to the proficiency rate for all students who were proficient against grade level academic achievement standards for the 2022-2023 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	2022	2023	2024	2025
Reading	A <=	Grade 4	32.24	31.24	30.24	29.24
Reading	B <=	Grade 8	39.87	38.87	37.87	36.87
Reading	C <=	Grade HS	42.65	41.65	40.65	39.65
Math	A <=	Grade 4	31.01	30.01	29.01	28.01
Math	B <=	Grade 8	37.28	36.28	35.28	34.28
Math	C <=	Grade HS	29.91	28.91	27.91	26.91

Targets: Description of Stakeholder Input

The Ohio Department of Education and Workforce (DEW) 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 DEW 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 ODE's special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The DEW created an email address specifically for target setting. This email address

(specialedtargets@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 DEW 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 DEW 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 DEW'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%) of these comments were from individuals who self-identified as parents. Forty-seven people expressed interest in the virtual stakeholder group, thirteen (27.66%) of which self-identified as parents.

During the public comment period, the DEW 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 DEW sent invitations to participate in the virtual stakeholder group in November 2021. The DEW 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%) to individuals who self-identified as parents.

The DEW 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%) 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 DEW 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 DEW 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 DEW updated the agency webpage with the revised targets and notified stakeholders through an EdConnection article in January 2023.

FFY 2022 Data Disaggregation from ED Facts

Data Source:

SY 2022-23 Assessment Data Groups - Reading (ED Facts file spec FS178; Data Group: 584)

Date:

01/10/2024

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	120,471	126,350	135,780

b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment	19,839	18,875	19,696
c. All students in regular assessment with no accommodations scored at or above proficient against grade level	67,847	71,057	80,456
d. All students in regular assessment with accommodations scored at or above proficient against grade level	3,375	1,928	2,361
e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	1,519	731	933
f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	3,299	1,872	2,310

Data Source:

SY 2022-23 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

Date:

01/10/2024

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	119,942	132,643	124,691
b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment	19,829	18,909	18,004
c. All students in regular assessment with no accommodations scored at or above proficient against grade level	75,981	72,789	48,559
d. All students in regular assessment with accommodations scored at or above proficient against grade level	4,669	2,197	917
e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	2,065	770	420
f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	4,579	2,137	894

(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 2022 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 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A	Grade 4	24.29%	59.12%	36.99	32.24	34.83	Did not meet target	No Slippage
B	Grade 8	13.79%	57.76%	41.53	39.87	43.97	Did not meet target	Slippage
C	Grade HS	16.47%	60.99%	44.26	42.65	44.53	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 2022 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 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A	Grade 4	33.51%	67.24%	34.25	31.01	33.73	Did not meet target	No Slippage
B	Grade 8	15.37%	56.53%	39.10	37.28	41.16	Did not meet target	Slippage
C	Grade HS	7.30%	39.68%	32.31	29.91	32.38	Did not meet target	No Slippage

Provide reasons for slippage for Group B, if applicable

Ohio has invested in high-dosage tutoring through the Statewide Mathematics and Literacy Grant (<https://education.ohio.gov/Topics/Learning-in-Ohio/OLS-Graphic-Sections/Resources/Statewide-Mathematics-and-Literacy-Tutoring-Grant>) and the State-Funded High-Dosage Tutoring Program (<https://education.ohio.gov/Topics/Learning-in-Ohio/High-Quality-Tutoring/High-Quality-Tutoring-Districts-and-Schools/State-funded-High-Dosage-Tutoring-Programs>). In addition, Ohio districts received more than \$6.8 billion in federal COVID relief funds that can be utilized through Sept. 30, 2024 on tutoring and other programs to help students recover from the impact of the pandemic.

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 = [(# of 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) divided by the (# of LEAs in the State that meet the State-established n and/or cell size (if applicable))] 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 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 2022 SPP/APR, use data from 2021-2022), 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:

- The rates of suspensions and expulsions for children with IEPs among LEAs within the State; or
- 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.

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 2021-2022 school year, those 100 LEAs would have reported section 618 data in 2021-2022 on the number of children suspended/expelled. If the State then opens 15 new LEAs in 2022-2023, suspension/expulsion data from those 15 new LEAs would not be in the 2021-2022 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 2021-2022 (which can be found in the FFY 2021 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 child-specific and regulatory/systemic 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 QA 23-01, dated July 24, 2023.

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 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

4A - Indicator Data

Historical Data

Baseline Year	Baseline Data
2021	0.00%

FFY	2017	2018	2019	2020	2021
Target <=	8.47%	8.17%	8.17%	20.00%	20.00%
Data	5.74%	5.57%	25.00%	20.00%	0.00%

Targets

FFY	2022	2023	2024	2025
Target <=	20.00%	20.00%	17.50%	0.00%

Targets: Description of Stakeholder Input

The Ohio Department of Education and Workforce (DEW) 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 DEW 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 ODE's special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The DEW 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 DEW 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 DEW 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 DEW'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%) of these comments were from individuals who self-identified as parents. Forty-seven people expressed interest in the virtual stakeholder group, thirteen (27.66%) of which self-identified as parents.

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The DEW sent invitations to participate in the virtual stakeholder group in November 2021. The DEW 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%) to individuals who self-identified as parents.

The DEW 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%) 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 DEW 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 DEW 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 DEW updated the agency webpage with the revised targets and notified stakeholders through an EdConnection article in January 2023.

FFY 2022 SPP/APR Data

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

YES

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

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Number of LEAs that have a significant discrepancy	Number of LEAs that met the State's minimum n/cell-size	FFY 2021 Data	FFY 2022 Target	FFY 2022 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

In Ohio, discipline discrepancies are considered significant when the rate of out-of-school suspensions and expulsions of greater than 10 cumulative days for students with disabilities exceeds the rate for students without disabilities 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) and 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 a district-level discipline rate for children with disabilities to the same district's discipline rate for children without disabilities. Steps to calculate the rate difference include: (1) Calculate the district-level discipline rate for children with disabilities. The number of children with disabilities discipline for at least 10 cumulative days divided by the number of all children with disabilities in the district equals the district-level discipline rate for children with disabilities. (2) Calculate the district-level discipline rate for children without disabilities. The number of children without disabilities disciplined for at least 10 cumulative days divided by the number of all children without disabilities in the district equals the district-level discipline rate for children without disabilities. (3) Calculate the rate difference. Subtract the district-level discipline rate for children without disabilities from the district-level discipline rate for children with disabilities. The district-level discipline rate for children with disabilities minus the district-level discipline rate for children without disabilities equals the rate difference. (4) Compare each district's rate difference to the state threshold.

Threshold: Ohio defines "significant discrepancy" as a discipline rate for children with disabilities that is 1.00 percentage points or more than a discipline rate for children without disabilities.

Minimum Group Sizes: Ohio uses a minimum cell size of 10 and a minimum group size of 30. For a district to be included in the analyses, there needs to be:

- at least 10 children with disabilities suspended/expelled for at least 10 cumulative days in the district; and
- at least 10 children without disabilities suspended/expelled for at least 10 cumulative days in the district; and
- at least 30 children with disabilities in the district; and
- at least 30 children without disabilities in the district.

A minimum cell size of 10 and n size of 30 align with the minimum group sizes selected with stakeholders and used by the state for examining significant disproportionality in discipline of students with disabilities. The state aligned the methodology of Indicator 4 to significant disproportionality to the extent possible to simplify understanding of the various calculations for LEAs.

Multiple Years of Data: Ohio uses three years of data to define "significant discrepancy."

Ohio has not made changes to Indicator 4a methodology since the prior reporting period.

Provide additional information about this indicator (optional)

Review of Policies, Procedures, and Practices (completed in FFY 2022 using 2021-2022 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 days in a school year for children 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 a self-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 self-review summary report to the state, along with 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 self-review.
- 3) The state reviews the student records for compliance with IDEA discipline requirements, including the development and implementation of IEPs, the use of Positive Behavioral Interventions and Supports, 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: (1) correct individual student records determined to be noncompliant; (2) 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 (3) 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 2021-2022.

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 2021

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 2021

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

4A - Prior FFY Required Actions

The State did not provide targets, as required by the Measurement Table. The State must provide the required targets through FFY 2025 in the FFY 2022 SPP/APR.

In the FFY 2022 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 2021 SPP/APR

Ohio has revised the FFY2025 target to reflect improvement over baseline. As baseline (FFY2021) is 0.00%, the new FFY2025 target is also 0.00%.

State representatives attended the IDEA Data Center's SPP/APR Summit in Cincinnati, OH, in November 2023. At this summit state representatives received clarity on OSEP's definition of "reasonable methodology." Per IDC, OSEP notes lack of reasonableness in methodology if states include fewer than 10% of LEAs in the analysis (Imura et al., 2023). Due to Ohio's methodology, primarily the minimum group size and considering three years of data, the state has included fewer than 3% of all LEAs in the analysis for Indicator 4a since FFY2019.

Ohio has begun to engage stakeholders for the purpose of updating methodology for Indicator 4 to include more districts and community schools in the analysis. The state will finalize methodology for Indicator 4 with stakeholders and report the updated methodology for FFY2023 in the 2025 APR.

Imura, M., Johnson, N., Marcotte, C., & Veenema, S. (2023, November 14-15). Has OSEP Required Your State to Take Action on Indicator 4? You Are Not Alone! [Conference Presentation]. IDEA Data Center SPP/APR Summit, Cincinnati, OH, United States.

4A - OSEP Response

The State revised its FFY 2025 target for this indicator, and OSEP accepts that target.

OSEP's Required Actions in response to the State's FFY 2021 SPP/APR required the State to explain, in its FFY 2022 SPP/APR, 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. In the FFY 2022 SPP/APR, the State indicated that it plans to review its methodology for this indicator. OSEP appreciates the State's efforts. However, for the FFY 2022 SPP/APR, OSEP notes that the State included a very low percentage the State's LEAs in its analysis of rates of suspension and expulsion of greater than 10 days in a school year for children with IEPs. OSEP recognizes the State reported. Therefore, OSEP could not determine whether the State's methodology is reasonably designed to determine significant discrepancies in the rate of long-term suspensions and expulsions for children with disabilities.

4A - 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.

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 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 2022 SPP/APR, use data from 2021-2022), 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:

- The rates of suspensions and expulsions for children with IEPs among LEAs within the State; or
- 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.

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 2021-2022 school year, those 100 LEAs would have reported section 618 data in 2021-2022 on the number of children suspended/expelled. If the State then opens 15 new LEAs in 2022-2023, suspension/expulsion data from those 15 new LEAs would not be in the 2021-2022 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 2021-2022 (which can be found in the FFY 2021 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 child-specific and regulatory/systemic 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 QA 23-01, dated July 24, 2023.

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 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

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	2017	2018	2019	2020	2021
Target	0%	0%	0%	0%	0%
Data	0.53%	1.08%	0.00%	0.00%	0.00%

Targets

FFY	2022	2023	2024	2025
Target	0%	0%	0%	0%

FFY 2022 SPP/APR Data

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

YES

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

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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 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
0	0	2	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

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 district.

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) and 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 district-level discipline rates for children with disabilities from each racial/ethnic group to the discipline rate for all children without disabilities in that same district. Steps to calculate the rate ratio include: (1) Calculate the district-level discipline rate for children with disabilities in each racial/ethnic group in the district. For example, Asian children with disabilities disciplined for at least 10 cumulative days divided by Asian children with disabilities in the district equals the discipline rate for Asian children with disabilities in the district. (2) Calculate the district-level discipline rate for all children without disabilities. The number of children without disabilities disciplined for at least 10 cumulative days divided by the number of all children without disabilities in the district equals the district-level discipline rate for children without disabilities. (3) Calculate the rate ratio. Using the example above, the district-level discipline rate for Asian students with disabilities divided by the district-level discipline rate for all children without disabilities in the district equals the rate ratio. (4) Compare each district's rate ratio to the state threshold.

Threshold: Ohio defines "significant discrepancy" as a discipline rate for children with disabilities in each racial/ethnic group that is 2.50 times the discipline rate for all children without disabilities.

Minimum Group Sizes: Ohio uses a minimum cell size of 10 and a minimum group size of 30. For a district to be included in the analyses, there needs to be:

- at least 10 children with disabilities suspended/expelled for at least 10 cumulative days in the district; and
- at least 10 children without disabilities suspended/expelled for at least 10 cumulative days in the district; and

- at least 30 children with disabilities in the district; and
- at least 30 children without disabilities in the district.

A minimum cell size of 10 and n size of 30 align with the minimum group sizes selected with stakeholders and used by the state for examining significant disproportionality in discipline of students with disabilities. The state aligned the methodology of Indicator 4 to significant disproportionality to the extent possible to simplify understanding of the various calculations for LEAs.

Multiple Years of Data: Ohio uses three years of data to define “significant discrepancy.”

Ohio has not made changes to Indicator 4a methodology since the prior reporting period.

Provide additional information about this indicator (optional)

Review of Policies, Procedures, and Practices (completed in FFY 2022 using 2021-2022 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 days in a school year for children 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 a self-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 self-review summary report to the state, along with 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 self-review.
- 3) The state reviews the student records for compliance with IDEA discipline requirements, including the development and implementation of IEPs, the use of Positive Behavioral Interventions and Supports, 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: (1) correct individual student records determined to be noncompliant; (2) 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 (3) 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 2021-2022.

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 2021

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 2021

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

4B - Prior FFY Required Actions

In the FFY 2022 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 2021 SPP/APR

State representatives attended the IDEA Data Center’s SPP/APR Summit in Cincinnati, OH, in November 2023. At this summit state representatives received clarity on OSEP’s definition of “reasonable methodology.” Per IDC, OSEP notes lack of reasonableness in methodology if states include fewer

than 10% of LEAs in the analysis (Imura et al., 2023). Due to Ohio's methodology, primarily the minimum group size and considering three years of data, the state has included fewer than 2% of all LEAs in the analysis for Indicator 4b since FFY2019.

Ohio has begun to engage stakeholders for the purpose of updating methodology for Indicator 4 to include more districts and community schools in the analysis. The state will finalize methodology for Indicator 4 with stakeholders and report the updated methodology for FFY2023 in the 2025 APR.

Imura, M., Johnson, N., Marcotte, C., & Veenema, S. (2023, November 14-15). Has OSEP Required Your State to Take Action on Indicator 4? You Are Not Alone! [Conference Presentation]. IDEA Data Center SPP/APR Summit, Cincinnati, OH, United States.

4B - OSEP Response

OSEP's Required Actions in response to the State's FFY 2021 SPP/APR required the State to explain, in its FFY 2022 SPP/APR, how its methodology is reasonably designed to determine if significant discrepancies, by race or ethnicity, are occurring in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. In the FFY 2022 SPP/APR, the State indicated that it plans to review its methodology for this indicator. OSEP appreciates the State's efforts. However, for the FFY 2022 SPP/APR, OSEP notes that the State included a very low percentage of the State's LEAs in its analysis of rates of suspension and expulsion of greater than 10 days in a school year for children with IEPs. Therefore, OSEP could not determine whether the State's methodology is reasonably designed to determine significant discrepancies in the rate of long-term suspensions and expulsions for children with disabilities.

4B- 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.

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	2017	2018	2019	2020	2021
A	2020	Target >=	64.50%	65.00%	65.00%	64.80%	65.00%
A	64.80%	Data	63.28%	63.72%	64.16%	64.80%	65.61%
B	2020	Target <=	10.20%	10.00%	10.00%	11.86%	11.80%
B	11.86%	Data	11.96%	11.89%	11.90%	11.86%	11.48%
C	2020	Target <=	4.00%	4.00%	4.00%	3.62%	3.60%
C	3.62%	Data	3.60%	3.77%	3.74%	3.62%	3.30%

Targets

FFY	2022	2023	2024	2025
Target A >=	66.00%	67.00%	68.00%	69.00%
Target B <=	11.75%	11.50%	11.25%	11.00%
Target C <=	3.56%	3.54%	3.53%	3.51%

Targets: Description of Stakeholder Input

The Ohio Department of Education and Workforce (DEW) 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 DEW 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 ODE's special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The DEW 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 DEW 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 DEW 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 DEW'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%) of these comments were from individuals who self-identified as parents. Forty-seven people expressed interest in the virtual stakeholder group, thirteen (27.66%) of which self-identified as parents.

During the public comment period, the DEW 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 DEW sent invitations to participate in the virtual stakeholder group in November 2021. The DEW 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%) to individuals who self-identified as parents.

The DEW 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%) 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 DEW 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 DEW 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 DEW updated the agency webpage with the revised targets and notified stakeholders through an EdConnection article in January 2023.

Prepopulated Data

Source	Date	Description	Data
SY 2022-23 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	08/30/2023	Total number of children with IEPs aged 5 (kindergarten) through 21	256,912
SY 2022-23 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	08/30/2023	A. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class 80% or more of the day	169,408
SY 2022-23 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	08/30/2023	B. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class less than 40% of the day	28,637
SY 2022-23 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	08/30/2023	c1. Number of children with IEPs aged 5 (kindergarten) through 21 in separate schools	6,992

Source	Date	Description	Data
SY 2022-23 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	08/30/2023	c2. Number of children with IEPs aged 5 (kindergarten) through 21 in residential facilities	419
SY 2022-23 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	08/30/2023	c3. Number of children with IEPs aged 5 (kindergarten) through 21 in homebound/hospital placements	889

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 2022 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 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class 80% or more of the day	169,408	256,912	65.61%	66.00%	65.94%	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	28,637	256,912	11.48%	11.75%	11.15%	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]	8,300	256,912	3.30%	3.56%	3.23%	Met target	No Slippage

Provide additional information about this indicator (optional)

In 2022-2023, Ohio served 256,912 children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21. Of those 256,912 children, 169,408 were served inside the regular class 80% or more of the day, resulting in a percentage of 65.94%, which missed the state target of 66.00% by 0.04%. Ohio's percentage 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 increased by 0.33% from 2021-2022 to 2022-2023.

Of the 256,912 children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21, 28,637 were served inside the regular class less than 40% of the day, resulting in a percentage of 11.15%, which exceeded the state target of 11.75% by 0.60%. Ohio's percentage 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 decreased by 0.33% from 2021-2022 to 2022-2023.

Of the 256,912 children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21, 8,300 were served in separate schools, residential facilities, or homebound/hospital placements, resulting in a percentage of 3.23%, which met the state target of 3.56%. Ohio's percentage of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate facilities decreased by 0.07% from 2021-2022 to 2022-2023.

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	2017	2018	2019	2020	2021
A	Target >=	52.30%	52.30%	52.30%	66.81%	67.00%
A	Data	71.36%	73.13%	73.66%	66.81%	67.12%
B	Target <=	38.40%	38.40%	38.40%	18.94%	18.00%
B	Data	18.39%	15.94%	16.20%	18.94%	20.53%
C	Target <=				2.98%	2.98%
C	Data				2.98%	1.92%

Targets: Description of Stakeholder Input

The Ohio Department of Education and Workforce (DEW) 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 DEW 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 ODE's special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The DEW 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 DEW 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 DEW 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 DEW'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%) of these comments were from individuals who self-identified as parents. Forty-seven people expressed interest in the virtual stakeholder group, thirteen (27.66%) of which self-identified as parents.

During the public comment period, the DEW 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 DEW sent invitations to participate in the virtual stakeholder group in November 2021. The DEW 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%) to individuals who self-identified as parents.

The DEW 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%) 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 DEW 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 DEW 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 DEW updated the agency webpage with the revised targets and notified stakeholders through an EdConnection article in January 2023.

Targets

Please select if the State wants to set baseline 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	2022	2023	2024	2025
Target A >=	70.00%	73.00%	76.00%	80.00%
Target B <=	16.00%	14.00%	12.00%	10.00%

Inclusive Targets – 6C

FFY	2022	2023	2024	2025
Target C <=	2.50%	2.20%	1.80%	1.55%

Prepopulated Data

Data Source:

SY 2022-23 Child Count/Educational Environment Data Groups (EDFacts file spec FS089; Data group 613)

Date:

08/30/2023

Description	3	4	5	3 through 5 - Total
Total number of children with IEPs	7,330	10,146	4,528	22,004
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	4,229	6,612	3,060	13,901
b1. Number of children attending separate special education class	1,940	2,168	887	4,995
b2. Number of children attending separate school	134	182	77	393
b3. Number of children attending residential facility	0	3	1	4
c1. Number of children receiving special education and related services in the home	144	109	32	285

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 2022 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 2021 Data	FFY 2022 Target	FFY 2022 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	13,901	22,004	67.12%	70.00%	63.17%	Did not meet target	Slippage
B. Separate special education class, separate school or residential facility	5,392	22,004	20.53%	16.00%	24.50%	Did not meet target	Slippage
C. Home	285	22,004	1.92%	2.50%	1.30%	Met target	No Slippage

Provide reasons for slippage for Group A aged 3 through 5, if applicable

School districts have reported that young children are entering preschool with intensive social-emotional, behavioral, language and literacy needs. Special education and related services are provided in a separate special education class, separate school or residential facility because it is the appropriate learning environment and can better meet the child's unique needs.

Provide reasons for slippage for Group B aged 3 through 5, if applicable

School districts have reported that young children are entering preschool with intensive social-emotional, behavioral, language and literacy needs. Special education and related services are provided in a separate special education class, separate school or residential facility because it is the appropriate learning environment and can better meet the child's unique needs.

Provide additional information about this indicator (optional)

In 2022-2023, Ohio had 22,004 children with IEPs aged 3 through 5. Of those 22,004 children, 13,901 were attending a regular early childhood program and receiving the majority of services in the regular early childhood program, resulting in a percentage of 63.17%, which missed the state target of 70.00% by 6.83%. Ohio's percentage of children with IEPs aged 3 through 5 attending a regular early childhood program and receiving the majority of services in the regular early childhood program decreased by 3.95% from 2021-2022 to 2022-2023.

Of the 22,004 children with IEPs aged 3 through 5, 5,392 were attending a separate special education class, separate school or residential facility, resulting in a percentage of 24.50%, which exceeded the state target of 16.00% by 8.50%. Ohio's percentage of children with IEPs aged 3 through 5 attending a separate special education class, separate school or residential facility increased by 3.97% from 2021-2022 to 2022-2023.

Of the 22,004 children with IEPs aged 3 through 5, 285 were receiving special education and related services in the home, resulting in a percentage of 1.30%, which met the state target of 2.50%. Ohio's percentage of children with IEPs aged 3 through 5 receiving special education and related services in the home decreased by 0.62% from 2021-2022 to 2022-2023.

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	2017	2018	2019	2020	2021
A1	2008	Target >=	80.60%	81.00%	81.00%	81.90%	82.20%
A1	64.70%	Data	82.64%	82.46%	81.79%	80.13%	79.00%

A2	2008	Target >=	51.40%	52.00%	52.00%	50.91%	50.91%
A2	47.40%	Data	49.70%	52.69%	50.91%	49.13%	48.02%
B1	2008	Target >=	80.80%	81.20%	81.20%	80.91%	81.20%
B1	65.90%	Data	81.60%	81.90%	80.82%	79.77%	78.44%
B2	2008	Target >=	50.70%	51.30%	51.30%	48.53%	48.73%
B2	45.70%	Data	47.73%	51.40%	48.46%	47.22%	46.00%
C1	2008	Target >=	82.90%	83.30%	83.30%	83.31%	83.60%
C1	66.90%	Data	85.42%	84.78%	83.21%	81.62%	80.70%
C2	2008	Target >=	61.80%	62.50%	62.50%	59.90%	60.10%
C2	59.20%	Data	61.13%	63.05%	59.80%	57.51%	56.12%

Targets

FFY	2022	2023	2024	2025
Target A1 >=	82.50%	82.85%	83.25%	83.70%
Target A2 >=	50.91%	51.00%	51.20%	51.40%
Target B1 >=	81.50%	81.85%	82.25%	82.70%
Target B2 >=	48.93%	49.20%	49.50%	49.80%
Target C1 >=	83.90%	84.25%	84.65%	85.10%
Target C2 >=	60.30%	60.55%	60.85%	61.15%

Targets: Description of Stakeholder Input

The Ohio Department of Education and Workforce (DEW) 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 DEW 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 ODE's special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The DEW created an email address specifically for target setting. This email address (speialedtargets@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 DEW 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 DEW 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 DEW'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%) of these comments were from individuals who self-identified as parents. Forty-seven people expressed interest in the virtual stakeholder group, thirteen (27.66%) of which self-identified as parents.

During the public comment period, the DEW 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 DEW sent invitations to participate in the virtual stakeholder group in November 2021. The DEW 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%) to individuals who self-identified as parents.

The DEW 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%) 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 DEW 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 DEW 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 DEW updated the agency webpage with the revised targets and notified stakeholders through an EdConnection article in January 2023.

FFY 2022 SPP/APR Data

Number of preschool children aged 3 through 5 with IEPs assessed

9,997

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	57	0.61%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1,507	16.10%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	3,348	35.76%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	3,234	34.54%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	1,217	13.00%

Outcome A	Numerator	Denominator	FFY 2021 Data	FFY 2022 Target	FFY 2022 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>	6,582	8,146	79.00%	82.50%	80.80%	Did not meet target	No 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>	4,451	9,363	48.02%	50.91%	47.54%	Did not meet target	No 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	68	0.73%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1,582	16.95%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	3,285	35.19%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	3,415	36.58%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	986	10.56%

Outcome B	Numerator	Denominator	FFY 2021 Data	FFY 2022 Target	FFY 2022 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: (c+d)/(a+b+c+d)</i>	6,700	8,350	78.44%	81.50%	80.24%	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: (d+e)/(a+b+c+d+e)</i>	4,401	9,336	46.00%	48.93%	47.14%	Did not meet target	No 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	64	0.69%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1,346	14.43%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	2,735	29.31%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	3,687	39.51%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	1,499	16.06%

Outcome C	Numerator	Denominator	FFY 2021 Data	FFY 2022 Target	FFY 2022 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: (c+d)/(a+b+c+d)</i>	6,422	7,832	80.70%	83.90%	82.00%	Did not meet target	No Slippage
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6	5,186	9,331	56.12%	60.30%	55.58%	Did not meet target	No Slippage

Outcome C	Numerator	Denominator	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
years of age or exited the program. <i>Calculation:</i> <i>(d+e)/(a+b+c+d+e)</i>							

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

In the FFY 2022 SPP/APR submission, the State must explain any discrepancies between the FFY 2022 total number assessed and the FFY 2022 denominator in its calculation of the percent of preschoolers aged 3 through 5 who were functioning within age expectations in each outcome area by the time they turned 6 years of age or exited the program.

Response to actions required in FFY 2021 SPP/APR

The reason that each outcome's FFY 2022 denominator varies in comparison to the FFY 2022 total number assessed is due to the following reason(s): an LEA may not have progression score(s) reported for at least one outcome; they may have entry, exit, and progress scores reported for only one outcome; or the outcome combinations for entry, exit, and progress were not valid. Therefore, the percentage of children for each outcome is calculated from the total number of children for each individual outcome.

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 2022 SPP/APR, compare the FFY 2022 response rate to the FFY 2021 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 (DEW) 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 DEW 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 ODE's special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The DEW 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 DEW 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 DEW 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 DEW'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%) of these comments were from individuals who self-identified as parents. Forty-seven people expressed interest in the virtual stakeholder group, thirteen (27.66%) of which self-identified as parents.

During the public comment period, the DEW 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 DEW sent invitations to participate in the virtual stakeholder group in November 2021. The DEW 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%) to individuals who self-identified as parents.

The DEW 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%) 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 DEW 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 DEW 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 DEW updated the agency webpage with the revised targets and notified stakeholders through an EdConnection article in January 2023.

Historical Data

Baseline Year	Baseline Data
2019	83.63%

FFY	2017	2018	2019	2020	2021
Target >=	93.80%	94.00%	94.00%	83.43%	85.00%
Data	90.23%	90.98%	83.63%	83.31%	73.69%

Targets

FFY	2022	2023	2024	2025
Target >=	86.00%	87.00%	89.00%	91.00%

FFY 2022 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 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
4,300	5,370	73.69%	86.00%	80.07%	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.

A survey was disseminated to all parents/caregivers within the surveyed districts, including those of preschool-aged students. As a result, there was no requirement to merge data from surveys targeting school-aged and preschool populations. The data analysis and subsequent reporting incorporate responses from both parents/caregivers of preschool students and those of school-aged students.

The number of parents to whom the surveys were distributed.

32,757

Percentage of respondent parents

16.39%

Response Rate

FFY	2021	2022
Response Rate	14.95%	16.39%

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

The metric used to determine representativeness involves comparing the percentage of survey respondents across different student racial categories with the corresponding percentages of total school enrollment in those categories. In this context, a +/-3% discrepancy is considered as an acceptable range for representativeness.

For example, consider the Black non-Hispanic category. The total percentage of students receiving special education services for this demographic is 20.46%, while the percentage of survey respondents is 8.47%. To assess representativeness, we calculate the percentage point discrepancy: 20.5% (total % of students with disabilities) - 8.47% (survey respondents) = -11.99%. Since this falls outside the acceptable range of +/-3%, it indicates a potential underrepresentation of Black non-Hispanic respondents in the survey.

By applying this metric to each racial category and each disability category, the research team can identify whether there are significant discrepancies between the distribution of survey respondents and the distribution of students in the total school enrollment, 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 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.

While survey respondents who are Black are underrepresented (-11.99%), those who are American Indian were overrepresented in the survey responses. All other racial/ethnic groups fell within +/-3%.

American Indian: .14% (total % of students with disabilities) – 6.1% (survey respondents) = 5.96%

Respondents with children with developmental delay overrepresented in the survey respondents, while respondents with children who have other health impairments or specific learning disabilities are underrepresented. All other disability categories fell within +/-3%.

Developmental Delay: 2.49% (total % of students with disabilities) – 10.6% (survey respondents) = 8.11%

Other Health Impairments: 18.99% (total % of students with disabilities) - 9.6% (survey respondents) = -9.36%

Specific Learning Disabilities: 34.24% (total % of students with disabilities) – 19.4% (survey respondents) = -14.86%

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, 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.

Researchers have provided a video featuring a culture broker to encourage the participation of Black families in the survey. This short video, featuring a Black parent and school psychologist advocating for survey completion, was included along with the survey invitation. 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.

To select districts, researchers identified Ohio districts with rates of Black enrollment that were 16.8% or higher. These districts were designated as “high Black enrollment districts.” Next, all districts were randomly assigned to one of six cohorts. These cohorts were reviewed to assure that high Black enrollment districts were evenly distributed across cohorts. This procedure was employed to assure maximum participation of Black parents/caregivers. In previous survey administrations, we have struggled to secure adequate participation of this group

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 address underrepresentation, researchers implemented the strategies described above which the state will use moving forward to continue to increase the response rate of sub-populations of parents/caregivers of students with disabilities.

To determine if non-response bias exist in the data, two approaches were utilized. First weights were developed based on disability and race and used to estimate the percent of agreement on Indicator 8. The formula - %Population / %Sample was used to estimate the weight for each category. Estimates for the percentage of agreement within the sample for Indicator 8 before and after adjusting for the weights were calculated and compared to determine bias. Similar estimates before and after weight adjustment may indicate the absence of non-response bias. The overall percent agreement for Indicator 8 in the sample was 80%. After weighting based on disability and race representativeness in the sample, the overall percent weighted agreement for Indicator 8 was 81% for disability and 80% for race. These estimates suggest that non-response bias is not a concern for this sample based on race and disability.

With the second approach the data was divided into three different sets based on the time parents responded to the survey. The survey was available to parents for 66 days. Estimates from the set of parents who responded within the first 22 days and those who responded in the last 22 days were compared. Agreement on Indicator 8 for early responders was 78%, while those who responded later was 84%. A t test to examine mean differences between the two agreement rates was statistically significant at $t(4041) = -4.262, p < .001$. These results suggest the agreement rate on Indicator 8 for parents who responded later was higher than for early responders. However, all these estimates are close to the 80% general agreement rate for all respondents on Indicator 8.

Note: The state did not have data points for non-respondents and therefore did not use the IDC NRBA App for the analysis of non-response bias.

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)

In 2022-2023, Ohio received responses from 5,370 parents of children with disabilities. Of the respondent parents, 4,300 reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities, resulting in a percentage of 80.07%. Ohio's percentage of parents of children with disabilities who reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities missed the state target by 5.93%, but increased by 6.38% since the 2021-2022 school year.

8 - Prior FFY Required Actions

In the FFY 2022 SPP/APR, the State must report whether the FFY 2022 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 demographics of the parents responding are representative of the demographics of children receiving special education services.

Response to actions required in FFY 2021 SPP/APR

The State has addressed underrepresentation in the FFY2022 APR. See Response Rate section above.

8 - OSEP Response

8 - 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.

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 2022 reporting period (i.e., after June 30, 2023).

Instructions

Provide racial/ethnic disproportionality data for all children aged 5 who are enrolled in kindergarten and 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 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

9 - Indicator Data

Not Applicable

Select yes if this indicator is not applicable.

NO

Historical Data

Baseline Year	Baseline Data
2022	0.00%

FFY	2017	2018	2019	2020	2021
Target	0%	0%	0%	0%	0%
Data	0.00%	0.23%	0.83%	0.48%	0.72%

Targets

FFY	2022	2023	2024	2025
Target	0%	0%	0%	0%

FFY 2022 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.

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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 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
12	1	840	0.72%	0%	0.12%	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).

Data Source: Data are submitted by LEAs to Ohio's Education Management Information System (EMIS).

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 number of students with disabilities in a racial/ethnic group being assessed divided by the number of students within the racial/ethnic group being assessed equals the district 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 number of students with disabilities in all other racial/ethnic groups divided by the number of students within all other racial/ethnic groups equals the LEA-level risk for students 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 divided by the district-level risk for students with disabilities in all other racial/ethnic groups equals the risk ratio. (4) Compare each district or community school's risk ratio for each of the 7 race/ethnic groups to the state threshold.

Threshold: Ohio has set the state's risk ratio threshold to 2.50. This means that districts and community schools 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. A consensus exists among stakeholders that if a particular group of students is subject to disproportionate identification or consequences at a rate that is at least two and a half times their peers, this is of sufficient significance to require a district or community school to focus deliberately and aggressively on addressing the causes.

Minimum Group Sizes: Ohio uses a minimum cell size of 10 and a minimum n size of 30. For a district to be included in the analyses, there needs to be:
 - at least 10 students with disabilities within the racial/ethnic group being assessed; and
 - at least 30 students within the racial/ethnic group enrolled in the district.

Alternate Risk Ratio: When a racially homogeneous district or community school does not enroll enough students of other races/ethnicities to form a comparison group, an alternate risk ratio that compares the district or community school to the whole state is used. For a regular risk ratio to be calculated, there must be:

- at least 10 students with disabilities of all other racial/ethnic groups; and
- at least 30 students of all other racial/ethnic groups enrolled in the district.

If the minimum cell and n sizes are not met, an alternate risk ratio is calculated.

Multiple Years of Data: Ohio uses three years of data to define "disproportionate representation."

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, based on their risk ratios over the most recent three years. (2) LEAs complete self-reviews 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 self-review reports 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 discovered, 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)

State representatives attended the IDEA Data Center's SPP/APR Summit in Cincinnati, OH, in November 2023. At this summit state representatives learned that significant disproportionality and disproportionate representation (Indicators 9 and 10) must include a different group of students (Imura & Wilkinson, 2023). Ohio has been reporting significant disproportionality in special education identification data as Indicators 9 and 10 since FFY 2018.

In addition to the methodology reported for disproportionate representation (i.e., risk ratio calculation, 2.5 threshold, three years of data, minimum cell size of 10, minimum n size of 30), the state previously applied the reasonable progress provision, such that LEAs with risk ratios that exceeded the 2.5 threshold for three years that had reduced their risk ratios by at least 0.25 for two consecutive years were not identified with disproportionate representation. Additionally, as significant disproportionality in special education methodology requires the inclusion of preschool students, the prior datasets for Indicators 9 and 10 also included preschool students since FFY 2018.

Ohio is now aware of the required differences between significant disproportionality in special education identification and disproportionate representation and has adjusted the data set to immediately come into compliance with disproportionate representation (Indicators 9 & 10) requirements. Ohio has removed preschool students and the reasonable progress provision. Ohio's methodology for disproportionate representation, as described above, otherwise aligns with methodology used for significant disproportionality.

Ohio presented the changes to the state methodology for disproportionate representation (Indicators 9 & 10) to the State Advisory Panel for Exceptional Children (SAPEC) on January 12, 2024. During this meeting, the state covered the various federal equity requirements, past methodology, and the changes to methodology that now differentiate disproportionate representation from significant disproportionality. Sixteen SAPEC members were present (eight, or 50%, of which are parents), and all voted unanimously to approve these methodological changes. As a result of this vote, Ohio reset the baseline as FFY2022. Ohio plans to continue meeting with stakeholders to address disproportionate representation methodology more thoroughly and discuss any needed changes prior to submission of the FFY2023 APR in February 2025.

At the time of submission in February 2024, the state reported on the number of LEAs with disproportionate representation based on the state-established methodology. The state had not yet completed reviews to determine whether disproportionate representation for these identified LEAs was the result of inappropriate identification. Based on ongoing work with LEAs identified with disproportionate representation and reviews of LEA information and data, the state identified 1 LEA with disproportionate representation that is the result of inappropriate identification. The LEA with disproportionate representation that is the result of inappropriate identification was determined to have child-specific noncompliance for which the LEA received a written finding of noncompliance, and the noncompliance will be verified as corrected consistent with QA 23-01.

Imura, M., & Wilkinson, R. (2023, November 14-15). Investigating Disproportionate Representation: What, Why, and How [Conference Presentation]. IDEA Data Center SPP/APR Summit, Cincinnati, OH, United States.

Correction of Findings of Noncompliance Identified in FFY 2021

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
6	6	0	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

The Department utilizes a monitoring process that is consistent across indicators. The Department provides indicator specific tools and materials that LEAs must use as part of required actions. The state uses the following process to verify that the source of noncompliance is correctly implementing the regulatory requirements: (1) Record Investigation. Upon notification of disproportionate representation, the LEAs were required to submit to the state five records for the racial/ethnic category in which they have disproportionate representation. The state has developed record review tools for each disability category based on compliance requirements and the IDEA definition of the disability category. The review team utilizes the tools to track and communicate noncompliance in the submitted records. Each tool correlates to an individual student evaluation. This tool is provided to the districts and community schools and serves as guidance for individual corrections. (2) Self-Review Summary Report and Improvement Plan. LEAs with disproportionate representation must complete a self-review summary report, which consists of a set of guiding questions specific to identification for special education, and an improvement plan that account for factors contributing to the disproportionate representation and trends for noncompliance discovered during the investigation of records. A state support team consultant assists the LEAs with completing the self-review summary report to assess needs and possible root causes for noncompliance. The state reviews and approves all self-reviews and improvement plans. LEAs review and revise policies, practices and procedures related to child find, evaluation, and eligibility requirements for students with disabilities. Additionally, LEAs are required to receive training from state support teams and establish internal monitoring teams, and plan for the review of newly completed evaluations and reevaluations. (3) Individual Correction. Individual evaluations found to be noncompliant by state employees during the Record Investigation must be corrected by the LEA by the established due date. LEAs often seek technical assistance from state support teams and state staff during the individual correction process. State staff review each of the submitted individual corrections to ensure that areas of noncompliance have been addressed. (4) Systemic Improvement. After individual corrections have been reviewed and accepted LEAs must demonstrate systemic improvement by submitting (re)evaluations completed during a specific timeframe. These systemic records are not evaluations already reviewed as part of the monitoring process. Evaluations are required evidence of activities completed as part of the approved Improvement Plan. Evidence includes, but is not limited to, the mandatory review and necessary revision of policies, practices, and procedures, areas of concern noted in the facilitated review of guided questions, and relevant training that has occurred specific to the indicator. In the event an LEA is unable to demonstrate compliance in any part of the monitoring process, a referral is made to the Office for Exceptional Children's Supports and Monitoring Team for a Tier 3 IDEA Monitoring Review. The IDEA monitoring review is conducted onsite by state staff who analyze student evaluations, services, and LEA policies, practices, and procedures.

Each LEA with an Indicator 9 finding was required by the state to implement the steps described above. Disproportionate representation findings for FFY2021 were issued to LEAs in January 2023. The state reviewed student records and local policies, procedures, and practices for compliance from January 2023 through September 2023. All findings of noncompliance were corrected within one year of the findings made in January 2023.

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

Individual Correction. For student evaluations found to have instances of noncompliance in the review of Indicator 9, LEAs are required to reevaluate the student to ensure appropriate identification of each student. As part of a comprehensive evaluation, LEAs must engage with parents/guardians to conduct planning for the reevaluation and obtain written informed consent. LEA personnel must then conduct a reevaluation that is individualized to student need, compliant to IDEA requirements, and with eligibility determined by a qualified team. State staff review each corrected evaluation as a team to ensure that all areas of noncompliance have been corrected and students have been appropriately identified. Review of evaluations and reevaluations are inter-rated between two members of the IDEA Monitoring & Data Team to ensure compliance and provide LEAs with specific feedback on the reevaluation. The state reviewed each individual case of previously noncompliant evaluations and verified correction by the LEA of child-specific noncompliance, unless the child was no longer within the jurisdiction of the LEA, and no outstanding corrective action exists under a state compliance or due process hearing decision for the child.

In FFY2021, among the 6 LEAs flagged as a result of inappropriate identification, there were a total of 17 noncompliant records. The reasons for noncompliance included data not supporting one or more disability characteristic(s), no observation, data not supporting disability adversely affecting educational performance, parent not involved in planning, no qualified team and consent prior to planning. Outcomes for the individual corrections based

on reevaluation include: 11 (65%) Students remained same category; 2 (12%) Student no individual correction possible, district review of practices required; 1 (6%) Student changed disability categories; 1 (6%) Student graduated; 1 (6%) Student withdrew; and 1 (6%) Student exited services.

Correction of Findings of Noncompliance Identified Prior to FFY 2021

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
FFY 2020	7	7	0

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 Department utilizes a monitoring process that is consistent across indicators. The Department provides indicator specific tools and materials that LEAs must use as part of required actions. The state uses the following process to verify that the source of noncompliance is correctly implementing the regulatory requirements: (1) Record Investigation. Upon notification of disproportionate representation, the LEAs were required to submit to the state five records for the racial/ethnic category in which they have disproportionate representation. The state has developed record review tools for each disability category based on compliance requirements and the IDEA definition of the disability category. The review team utilizes the tools to track and communicate noncompliance in the submitted records. Each tool correlates to an individual student evaluation. This tool is provided to the districts and community schools and serves as guidance for individual corrections. (2) Self-Review Summary Report and Improvement Plan. LEAs with disproportionate representation must complete a self-review summary report, which consists of a set of guiding questions specific to identification for special education, and an improvement plan that account for factors contributing to the disproportionate representation and trends for noncompliance discovered during the investigation of records. A state support team consultant assists the LEAs with completing the self-review summary report to assess needs and possible root causes for noncompliance. The Department reviews and approves all self-reviews and improvement plans. LEAs review and revise policies, practices and procedures related to child find, evaluation, and eligibility requirements for students with disabilities. Additionally, LEAs are required to receive training from state support teams and establish internal monitoring teams, and plan for the review of newly completed evaluations and reevaluations. (3) Individual Correction. Individual evaluations found to be noncompliant by state employees during the Record Investigation must be corrected by the LEA by the established due date. LEAs often seek technical assistance from state support teams and state staff during the individual correction process. State staff review each of the submitted individual corrections to ensure that areas of noncompliance have been addressed. (4) Systemic Improvement. After individual corrections have been reviewed and accepted LEAs must demonstrate systemic improvement by submitting (re)evaluations completed during a specific timeframe. These systemic records are not evaluations already reviewed as part of the monitoring process. Evaluations are required evidence of activities completed as part of the approved Improvement Plan. Evidence includes, but is not limited to, the mandatory review and necessary revision of policies, practices, and procedures, areas of concern noted in the facilitated review of guided questions, and relevant training that has occurred specific to the indicator. In the event an LEA is unable to demonstrate compliance in any part of the monitoring process, a referral is made to the Office for Exceptional Children’s Supports and Monitoring Team for a Tier 3 IDEA Monitoring Review. The IDEA monitoring review is conducted onsite by state staff who analyze student evaluations, services, and LEA policies, practices, and procedures.

Each LEA with an Indicator 9 finding were required by the state to implement the steps described above.

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

Individual Correction. For student evaluations found to have instances of noncompliance in the review of Indicator 9, LEAs are required to reevaluate the student to ensure appropriate identification of each student. As part of a comprehensive evaluation, LEAs must engage with parents/guardians to conduct planning for the reevaluation and obtain written informed consent. LEA personnel must then conduct a reevaluation that is individualized to student need, compliant to IDEA requirements, and with eligibility determined by a qualified team. State staff review each corrected evaluation as a team to ensure that all areas of noncompliance have been corrected and students have been appropriately identified. Review of evaluations and reevaluations are inter-rated between two members of the IDEA Monitoring & Data Team to ensure compliance and provide LEAs with specific feedback on the reevaluation. The state reviewed each individual case of previously noncompliant evaluations and verified correction by the LEA of child-specific noncompliance, unless the child was no longer within the jurisdiction of the LEA, and no outstanding corrective action exists under a state compliance or due process hearing decision for the child.

In FFY2020, among the 7 LEAs flagged as a result of inappropriate identification, there were a total of five noncompliant records. The reasons for noncompliance included data not supporting one or more disability characteristics, parent not involved in planning, lacked parental consent, delayed evaluation because alternate virtual means not available, observation not included, no evidence of interventions, and consent prior to planning.

Outcomes for the individual corrections based on reevaluation include: 3 (60%) Student remained same disability category; 1 (20%) Student no individual correction possible, district review of practices required; and 1 (20%) Student parent revoked consent for services.

All instances of noncompliance identified in FFY2020 were corrected within one year. Disproportionate representation findings for FFY2020 were issued to LEAs in December 2021. The state reviewed student records and local policies, procedures, and practices for compliance from December 2021 through September 2022. All findings of noncompliance were corrected within one year of the findings made in December 2021.

9 - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2021 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance identified in FFY 2021 for this indicator. The State must demonstrate, in the FFY 2022 SPP/APR, that the 6 districts identified in FFY 2021 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.

If the State did not identify any findings of noncompliance in FFY 2021, although its FFY 2021 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 2021.

Further, the State must demonstrate, in the FFY 2022 SPP/APR, that the 7 districts identified in FFY 2020 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. In demonstrating the correction of the noncompliance identified in FFY 2020, the State must report, in the FFY 2022 SPP/APR, that the State verified that each district with noncompliance identified in FFY 2021 and each LEA with remaining noncompliance identified in FFY 2020: (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 Memo 09-02. In the FFY 2022 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

Response to actions required in FFY 2021 SPP/APR

See responses to above sections Correction of Findings of Noncompliance Identified in FFY 2021 and Correction of Findings of Noncompliance Identified Prior to FFY 2021.

9 - OSEP Response

9 - 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.

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 2022 reporting period (i.e., after June 30, 2023).

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 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

10 - Indicator Data

Not Applicable

Select yes if this indicator is not applicable.

NO

Historical Data

Baseline Year	Baseline Data
2022	0.00%

FFY	2017	2018	2019	2020	2021
Target	0%	0%	0%	0%	0%
Data	0.68%	0.95%	8.24%	5.92%	5.73%

Targets

FFY	2022	2023	2024	2025
Target	0%	0%	0%	0%

FFY 2022 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.

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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 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
75	35	745	5.73%	0%	4.70%	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).

Data Source: Data are submitted by LEAs to Ohio’s Education Management Information System (EMIS).

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 number of students in a racial/ethnic group and disability category being assessed divided by the number of students with disabilities within the racial/ethnic group being assessed equals the district 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 number of students within the disability category being assessed in all other racial/ethnic groups divided by the number of students with disabilities within all other racial/ethnic groups 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 district-level risk for students within the disability category in all other racial/ethnic groups equals the risk ratio. (4) Compare each district or community school’s risk ratio for each of the 7 race/ethnic groups to the state threshold.

Threshold: Ohio has set the state’s risk ratio threshold to 2.50. This means that districts and community schools will be identified with disproportionate representation when students in a specific racial/ethnic group identified in a specific disability category are more than two and a half times as likely as their peers to be identified for special education. A consensus exists among stakeholders that if a particular group of students is subject to disproportionate identification or consequences at a rate that is at least two and a half times their peers, this is of sufficient significance to require a district or community school to focus deliberately and aggressively on addressing the causes.

Minimum Group Sizes: Ohio uses a minimum cell size of 10 and a minimum n size of 30. For a district to be included in the analyses, there needs to be:
 - at least 10 students within the racial/ethnic group and the disability category being assessed; and
 - at least 30 students with disabilities within the racial/ethnic group enrolled in the district.

Alternate Risk Ratio: When a racially homogeneous district or community school does not enroll enough students of other races to form a comparison group, an alternate risk ratio that compares the district or community school to the whole state is used.
 - at least 10 students of all other racial/ethnic groups and the disability category being assessed; and
 - at least 30 students with disabilities of all other racial/ethnic groups enrolled in the district.
 If the minimum cell and n sizes are not met, an alternate risk ratio is calculated.

Multiple Years of Data: Ohio uses three years of data to define “disproportionate representation.”

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, based on their risk ratios over the most recent three years. (2) LEAs complete self-reviews 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 self-review reports 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 discovered, 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)

State representatives attended the IDEA Data Center’s SPP/APR Summit in Cincinnati, OH, in November 2023. At this summit state representatives learned that significant disproportionality and disproportionate representation (Indicators 9 and 10) must be calculated using a different group of students (Imura & Wilkinson, 2023). Ohio has been reporting significant disproportionality in special education identification data as Indicators 9 and 10 since FFY 2018.

In addition to the methodology reported for disproportionate representation (i.e., risk ratio calculation, 2.5 threshold, three years of data, minimum cell size of 10, minimum n size of 30), the state previously applied the reasonable progress provision, such that LEAs with risk ratios that exceeded the 2.5 threshold for three years that had reduced their risk ratios by at least 0.25 for two consecutive years were not identified with disproportionate representation. Additionally, as significant disproportionality in special education methodology requires the inclusion of preschool students, the prior datasets for Indicators 9 and 10 also included preschool students since FFY 2018.

Ohio is now aware of the required differences between significant disproportionality in special education identification and disproportionate representation and has adjusted the data set to immediately come into compliance with disproportionate representation (Indicators 9 & 10) requirements. Ohio has removed preschool students and the reasonable progress provision. Ohio’s methodology for disproportionate representation, as described above, otherwise aligns with methodology used for significant disproportionality.

Ohio presented the changes to the state methodology for disproportionate representation (Indicators 9 & 10) to the State Advisory Panel for Exceptional Children (SAPEC) on January 12, 2024. During this meeting, the state covered the various federal equity requirements, past methodology, and the changes to methodology that now differentiate disproportionate representation from significant disproportionality. Sixteen SAPEC members were present (eight, or 50%, of which are parents), and all voted unanimously to approve these methodological changes. As a result of this vote, Ohio reset the baseline as FFY2022. Ohio plans to continue meeting with stakeholders to address disproportionate representation methodology more thoroughly and discuss any needed changes prior to submission of the FFY2023 APR in February 2025.

At the time of submission in February 2024, the state reported on the number of LEAs with disproportionate representation based on the state-established methodology. The state had not yet completed reviews to determine whether disproportionate representation for these identified LEAs was the result of inappropriate identification. Based on ongoing work with LEAs identified with disproportionate representation and reviews of LEA information and data, the state identified 35 LEAs with disproportionate representation that is the result of inappropriate identification. The LEAs with disproportionate representation that is the result of inappropriate identification were determined to have child-specific noncompliance for which the LEAs received a written finding of noncompliance, and the noncompliance will be verified as corrected consistent with QA 23-01.

Imura, M., & Wilkinson, R. (2023, November 14-15). Investigating Disproportionate Representation: What, Why, and How [Conference Presentation]. IDEA Data Center SPP/APR Summit, Cincinnati, OH, United States.

Correction of Findings of Noncompliance Identified in FFY 2021

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
48	45	2	1

FFY 2021 Findings of Noncompliance Verified as Corrected

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

The Department utilizes a monitoring process that is consistent across indicators. The Department provides indicator specific tools and materials that LEAs must use as part of required actions. The state uses the following process to verify that the source of noncompliance is correctly implementing the regulatory requirements: (1) Record Investigation. Upon notification of disproportionate representation, the LEAs were required to submit to the state five records for the racial/ethnic category in which they have disproportionate representation. The state has developed record review tools for each disability category based on compliance requirements and the IDEA definition of the disability category. The review team utilizes the tools to track and communicate noncompliance in the submitted records. Each tool correlates to an individual student evaluation. This tool is provided to the districts and community schools and serves as guidance for individual corrections. (2) Self-Review Summary Report and Improvement Plan. LEAs with disproportionate representation must complete a self-review summary report, which consists of a set of guiding questions specific to identification for special education, and an improvement plan that account for factors contributing to the disproportionate representation and trends for noncompliance discovered during the investigation of records. A state support team consultant assists the LEAs with completing the self-review summary report to assess needs and possible root causes for noncompliance. The Department reviews and approves all self-reviews and improvement plans. LEAs review and revise policies, practices and procedures related to child find, evaluation, and eligibility requirements for students with disabilities. Additionally, LEAs are required to receive training from state support teams and establish internal monitoring teams, and plan for the review of newly completed evaluations and reevaluations. (3) Individual Correction. Individual evaluations found to be noncompliant by state employees during the Record Investigation must be corrected by the LEA by the established due date. LEAs often seek technical assistance from state support teams and state staff during the individual correction process. State staff review each of the submitted individual corrections to ensure that areas of noncompliance have been addressed. (4) Systemic Improvement. After individual corrections have been reviewed and accepted LEAs must demonstrate systemic improvement by submitting (re)evaluations completed during a specific timeframe. These systemic records are not evaluations already reviewed as part of the monitoring process. Evaluations are required evidence of activities completed as part of the approved Improvement Plan. Evidence includes, but is not limited to, the mandatory review and necessary revision of policies, practices, and procedures, areas of concern noted in the facilitated review of guided questions, and relevant training that has occurred specific to the indicator. In the event an LEA is unable to demonstrate compliance in any part of the monitoring process, a referral is made to the Office for Exceptional Children’s Supports and Monitoring Team for a Tier 3 IDEA Monitoring Review. The IDEA monitoring review is conducted onsite by state staff who analyze student evaluations, services, and LEA policies, practices, and procedures.

Each LEA with an Indicator 10 finding was required by the state to implement the steps described above. For Indicator 10 in FFY2021, 48 out of 79 (60.76%) LEAs were flagged with disproportionate representation that was the result of inappropriate identification.

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

Individual Correction. For student evaluations found to have instances of noncompliance in the review of Indicator 10, LEAs are required to reevaluate the student to ensure appropriate identification of each student. As part of a comprehensive evaluation, LEAs must engage with parents/guardians to conduct planning for the reevaluation and obtain written informed consent. LEA personnel must then conduct a reevaluation that is individualized to student need, compliant to IDEA requirements, and with eligibility determined by a qualified team. State staff review each corrected evaluation as a team to ensure that all areas of noncompliance have been corrected and students have been appropriately identified. Review of evaluations and reevaluations are inter-rated between two members of the IDEA Monitoring & Data Team to ensure compliance and provide LEAs with specific feedback on the

reevaluation The state reviewed each individual case of previously noncompliant evaluations and verified correction by the LEA of child-specific noncompliance, unless the child was no longer within the jurisdiction of the LEA, and no outstanding corrective action exists under a state compliance or due process hearing decision for the child.

In FFY2021, among the 48 LEAs flagged as a result of inappropriate identification, there were a total of 152 noncompliant records. The reasons for noncompliance included data not supporting one or more disability characteristic(s), no observation, data not supporting disability adversely affecting educational performance, parent not involved in planning, no qualified team and consent prior to planning.

Outcomes for the individual corrections based on reevaluation include: 86 (57%) remained same disability category upon reevaluation; 22 (14%) identified under a different category upon reevaluation; 8 (5%) withdrew from the school district prior to reevaluation; 8 (5%) graduated prior to reevaluation; 14 (9%) Exited services upon reevaluation; and 11 (7%) Records with area of noncompliance required no individual correction but district was required to provide evidence of policy/practice change and state-approved training specific to noncompliance.

Three LEAs that did not demonstrate correction of noncompliance within one year. Two of these LEAs were unable to demonstrate compliance as the students were no longer within the jurisdiction of the LEAs. These two LEAs provided documentation to evidence the withdrawal, which was reviewed and accepted by the state. One LEA was referred to the Office for Exceptional Children's Supports and Monitoring Team for a Tier 3 IDEA Monitoring Review. The IDEA monitoring review is conducted onsite by state staff who analyze student evaluations, services, and LEA policies, practices, and procedures.

FFY 2021 Findings of Noncompliance Not Yet Verified as Corrected

Actions taken if noncompliance not corrected

The one LEA which findings of noncompliance not yet verified as corrected has been referred to the Office for Exceptional Children's Supports and Monitoring Team for a Tier 3 IDEA Monitoring Review. The IDEA monitoring review is conducted onsite by state staff who analyze student evaluations, services, and LEA policies, practices, and procedures.

Correction of Findings of Noncompliance Identified Prior to FFY 2021

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

10 - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2021 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance identified in FFY 2021 for this indicator. The State must demonstrate, in the FFY 2022 SPP/APR, that the 48 districts 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, 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 Memo 09-02. In the FFY 2022 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 2021, although its FFY 2021 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 2021.

Response to actions required in FFY 2021 SPP/APR

See responses to above section Correction of Findings of Noncompliance Identified in FFY 2021.

10 - OSEP Response

10 - 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. In demonstrating the correction of the noncompliance identified in FFY 2022, 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.

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.

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 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

11 - Indicator Data

Historical Data

Baseline Year	Baseline Data
2005	93.60%

FFY	2017	2018	2019	2020	2021
Target	100%	100%	100%	100%	100%
Data	98.79%	99.30%	98.51%	99.24%	99.20%

Targets

FFY	2022	2023	2024	2025
Target	100%	100%	100%	100%

FFY 2022 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 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
31,274	31,104	99.20%	100%	99.46%	Did not meet target	No Slippage

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

170

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 170 late records during the 2022-2023 school year, ranging from 61 to 184 days late. LEAs' reported reasons for noncompliance include:

- staff not available during summer months (3 late records ranging from 80 to 122 days late);
- staff not available during the school year (6 late records ranging from 63 to 112 days late);
- no identified reason (28 late records ranging from 61 to 184 days late);
- scheduling conflicts with family (29 late records ranging from 61 to 147 days late); and
- no reason reported (104 late records ranging from 61 to 108 days late).

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 2022 represent the year-end 2022-2023 data reported by all LEAs serving students with disabilities.

Provide additional information about this indicator (optional)

During the 2022-2023 school year, Ohio had 31,274 children whose evaluations were completed within 60 days. Of those, 21,104 (99.46%) had IEPs that contain each of the required components for secondary transition. Ohio missed the required target of 100% by .54%. Ohio identified 106 LEAs with percentages below 100% for the 2022-2023 school year and is currently reviewing each of these LEAs for noncompliance. The state reported Indicator 11 findings of noncompliance to LEAs in December 2023 and will report on compliance status of these LEAs in the FFY2023 report.

Correction of Findings of Noncompliance Identified in FFY 2021

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
67	67	0	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

Upon release of the Special Education Profile, LEAs are provided specific instructions and materials to address noncompliance to the indicator. Each of the 67 LEAs with an Indicator 11 finding in FFY2021 was required to complete a self-review summary report, which is a set of guided questions facilitated by the state support team, and an improvement plan. Both documents are submitted to the state for review and approval. As part of the self-review process, LEAs review policies, practices, and procedures, and revise and implement those revisions, if necessary, and train staff on activities to correct root cause(s) of noncompliance. The self-review process helps LEAs identify targeted training needs and gaps in practice, which become activities of the improvement plan. Through the improvement plan, LEAs must demonstrate completion of improvement plan activities and submit additional records to demonstrate systemic correction and improvement. Agency personnel monitor and approve all steps in the review process. These staff are responsible for reviewing student records, reviewing and approving self-review summary reports and improvement plans, reviewing individual corrections of records found to be noncompliant, where applicable, reviewing evidence submitted to support systemic improvement, and provide clearance once the LEA has satisfied all required actions.

All instances of noncompliance identified in FFY2021 were corrected within one year.

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

As part of the indicator monitoring process, districts were notified of record noncompliance and the reasons for the noncompliance. LEAs are required to correct these records ("Individual Corrections"). LEAs are encouraged to seek the assistance of state support teams and/or reach out to the agency staff member assigned to the LEA for technical support in correcting the records and implementing improved internal practices to mitigate future noncompliance. Each corrected record is then submitted via a secure platform and the corrections are reviewed by agency staff. State record reviewers establish that satisfactory corrections have been made before clearing any district of this part of the monitoring process.

For each of the LEAs with an Indicator 11 finding in FFY2021, the state reviewed student-level data to verify that the LEA implemented the initial evaluation, although late, unless the child was no longer enrolled in the LEA. Using EMIS data, agency reviewers verify the date of consent and that an evaluation was completed, though late, for records with noncompliant timelines. The state then reviewed student-level records following completion of

corrective actions to verify that all 67 LEAs demonstrated evidence of systemic correction. No further instances of noncompliance were found.

All instances of noncompliance identified in FFY2021 were verified as corrected within one year.

Correction of Findings of Noncompliance Identified Prior to FFY 2021

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
FFY 2020	3	1	2

FFY 2020

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, LEAs are provided specific instructions and materials to address noncompliance to the indicator. Each LEA with an Indicator 11 finding in FFY2020 was required to complete a self-review summary report, which is a set of guided questions facilitated by the state support team, and an improvement plan. Both documents are submitted to the Department for review and approval. As part of the self-review process, LEAs review policies, practices, and procedures, and revise and implement those revisions, if necessary, and train staff on activities to correct the root cause(s) of noncompliance. The self-review process helps LEAs identify targeted training needs and gaps in practice, which become activities of the improvement plan. Through the improvement plan, LEAs must demonstrate completion of improvement plan activities and submit additional records to demonstrate systemic correction and improvement. Agency personnel monitor and approve all steps in the review process. These staff are responsible for reviewing student records, reviewing and approving self-review summary reports and improvement plans, reviewing individual corrections of records found to be noncompliant, where applicable, reviewing evidence submitted to support systemic improvement, and provide clearance once the LEA has satisfied all required actions.

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

As part of the indicator monitoring process, districts were notified of record noncompliance and the reasons for the noncompliance. LEAs are required to correct these records ("Individual Corrections"). LEAs are encouraged to seek the assistance of state support teams and/or reach out to the agency staff member assigned to the LEA for technical support in correcting the records and implementing improved internal practices to mitigate future noncompliance. Each corrected record is then submitted via a secure platform and the corrections are reviewed by agency staff. State record reviewers establish that satisfactory corrections have been made before clearing any district of this part of the monitoring process.

For each of the LEAs with an Indicator 11 finding in FFY2020, the state reviewed student-level data to verify that the LEA implemented the initial evaluation, although late, unless the child was no longer enrolled in the LEA. Using EMIS data, agency reviewers verify the date of consent and that an evaluation was completed, though late, for records with noncompliant timelines. The state then reviewed student-level records following completion of corrective actions to verify that all LEAs demonstrated evidence of systemic correction. No further instances of noncompliance were found.

Of the three LEAs with noncompliance on Indicator 11 in FFY2020, as reported in FFY2021:

- One LEA continued to address ongoing noncompliance following the one-year timeline and was able to demonstrate systemic improvement through the completion of timely initial evaluations for the student records that were reviewed as part of the monitoring process. This LEA has corrected the identified noncompliance.
- One LEA was referred for an IDEA On-site Review concurrent to demonstrating continued noncompliance with timely initial evaluations. The LEA is receiving enhanced support from the Office for Exceptional Children's Supports and Monitoring Team. Policies, practices, and procedures are being addressed in the district's on-site corrective action plan and embedded in the district's internal monitoring practices. The on-site review began April 26, 2023. This LEA has since submitted a revised corrective action plan with evidence of activities completed due to the state in April 2024. This LEA has specific goals within the corrective action plan related to Child Find, including review of policies, practices, and procedures, and professional development for staff.
- One LEA demonstrated continued noncompliance, such that they did not correct their noncompliance within the one-year timeline and was referred to the Office for Exceptional Children's Supports and Monitoring Team for an IDEA On-site Review. This review begins Jan.23, 2024.

FFY 2020

Findings of Noncompliance Not Yet Verified as Corrected

Actions taken if noncompliance not corrected

The two LEAs with findings of noncompliance not yet verified as corrected have been referred to the Office for Exceptional Children's Supports and Monitoring Team for an IDEA onsite review.

11 - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2021, the State must report on the status of correction of noncompliance identified in FFY 2021 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2022 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2021 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 Memo 09-02. In the FFY 2022 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 2021, although its FFY 2021 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2021.

Response to actions required in FFY 2021 SPP/APR

Of the three LEAs with noncompliance on Indicator 11 in FFY2020, as reported in FFY2021:

- One LEA continued to address ongoing noncompliance following the one-year timeline and was able to demonstrate systemic improvement through the completion of timely initial evaluations for the student records that were reviewed as part of the monitoring process. This LEA has corrected the identified noncompliance.
- One LEA was referred for an IDEA On-site Review concurrent to demonstrating continued noncompliance with timely initial evaluations. The LEA is receiving enhanced support from the Office for Exceptional Children's Supports and Monitoring Team. Policies, practices, and procedures are being addressed in the district's on-site corrective action plan and embedded in the district's internal monitoring practices. The on-site review began 4/26/2023. This LEA has since submitted a revised corrective action plan with evidence of activities completed due to the state in April 2024. This LEA has specific goals within the corrective action plan related to Child Find, including review of policies, practices, and procedures, and professional development for staff.
- One LEA demonstrated continued noncompliance, such that they did not correct their noncompliance within the one-year timeline, and was referred to the Office for Exceptional Children's Supports and Monitoring Team for an IDEA On-site Review. This review begins 1/23/2024.

The two LEAs with findings of noncompliance not yet verified as corrected have been referred to the Office for Exceptional Children's Supports and Monitoring Team for an IDEA onsite review.

11 - OSEP Response

11 - 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.

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 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

12 - Indicator Data

Not Applicable

Select yes if this indicator is not applicable.

NO

Historical Data

Baseline Year	Baseline Data
2021	92.02%

FFY	2017	2018	2019	2020	2021
Target	100%	100%	100%	100%	100%
Data	99.49%	91.45%	98.01%	95.78%	92.02%

Targets

FFY	2022	2023	2024	2025
Target	100%	100%	100%	100%

FFY 2022 SPP/APR Data

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	6,111
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	1,327

c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	3,572
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.	440
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	586
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 2021 Data	FFY 2022 Target	FFY 2022 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.	3,572	3,758	92.02%	100%	95.05%	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

186

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 was a total of 186 late records during the 2022-2023 school year, ranging from 1 to 833 days late. LEAs' reported reasons for noncompliance include:

- No identified reason (51 late records ranging from 1 to 10 days late);
- Scheduling conflicts with family, or staff not available – summer months (32 late records ranging from 11 to 50 days);
- No identified reason, scheduling conflicts with family, or staff not available – summer months (36 late records ranging from 51 to 99 days); and
- No reason reported (12 records that were 100 or more days late).

No IEP event code or noncompliance code was reported for the remaining 55 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 2021

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
36	32	1	3

FFY 2021 Findings of Noncompliance Verified as Corrected

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

The state required each LEA identified with noncompliance to develop and implement an Improvement Plan. The Preschool Special Education Team reviewed Indicator 12 student-level data following the implementation of corrective actions. For 3 out of the 4 remaining LEAs, the data reflected 100% compliance. Thus, the Preschool Special Education Team determined that 3 out of the 4 LEAs are correctly implementing the regulatory requirements for timely transition from Part C to Part B (second prong of correction).

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

For 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 (first prong of correction).

FFY 2021 Findings of Noncompliance Not Yet Verified as Corrected

Actions taken if noncompliance not corrected

Of the four LEAs with noncompliance on Indicator 12 in FFY2020, as reported in FFY2021:

- One LEA continued to address ongoing noncompliance following the one-year timeline and was able to demonstrate systemic improvement through the completion of a required Part C to Part B Transition training that was reviewed as part of the monitoring process. This LEA has corrected the

identified noncompliance.

- One LEA demonstrated continued noncompliance, such that they did not correct their noncompliance within the one-year timeline and was provided technical assistance and the request of additional student-level data to verify the LEA is correctly implementing the regulatory requirements for timely transition from Part C to Part B. This review of records begins 2/9/24. This LEA has not yet corrected the identified noncompliance.
- Two LEAs demonstrated continued noncompliance, such that they did not correct their noncompliance within the one-year timeline and were provided technical assistance and support in completing the required Part C to Part B Transition Training. The training process will begin 2/2/2024. The two LEAs have not yet corrected the identified noncompliance.

Correction of Findings of Noncompliance Identified Prior to FFY 2021

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

12 - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2021, the State must report on the status of correction of noncompliance identified in FFY 2021 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2022 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2021 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 Memo 09-02. In the FFY 2022 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 2021, although its FFY 2021 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2021.

Response to actions required in FFY 2021 SPP/APR

Of the four LEAs with noncompliance on Indicator 12 in FFY2020, as reported in FFY2021:

- One LEA continued to address ongoing noncompliance following the one-year timeline and was able to demonstrate systemic improvement through the completion of a required Part C to Part B Transition training that was reviewed as part of the monitoring process. This LEA has corrected the identified noncompliance.
- One LEA demonstrated continued noncompliance, such that they did not correct their noncompliance within the one-year timeline and was provided technical assistance and the request of additional student-level data to verify the LEA is correctly implementing the regulatory requirements for timely transition from Part C to Part B. This review of records begins 2/9/24. This LEA has not yet corrected the identified noncompliance.
- Two LEAs demonstrated continued noncompliance, such that they did not correct their noncompliance within the one-year timeline and were provided technical assistance and support in completing the required Part C to Part B Transition Training. The training process will begin 2/2/2024. The two LEAs have not yet corrected the identified noncompliance.

12 - OSEP Response

12 - 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.

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 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

13 - Indicator Data

Historical Data

Baseline Year	Baseline Data
2009	99.50%

FFY	2017	2018	2019	2020	2021
Target	100%	100%	100%	100%	100%
Data	99.90%	99.94%	99.91%	99.95%	99.98%

Targets

FFY	2022	2023	2024	2025
Target	100%	100%	100%	100%

FFY 2022 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 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
53,478	53,499	99.98%	100%	99.96%	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 provides 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)

During the 2022-2023 school year, Ohio had 53,499 youth with IEPs aged 16 and above. Of those, 53,478 (99.96%) had IEPs that contain each of the required components for secondary transition. Ohio missed the required target of 100% by .04%. Ohio identified 18 LEAs with percentages below 100% for the 2022-2023 school year and is currently reviewing each of these LEAs for noncompliance and will report on correction of noncompliance status in the FFY2023 report.

Correction of Findings of Noncompliance Identified in FFY 2021

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

The state required each LEA identified with noncompliance to develop and implement an improvement plan. The state reviewed a new sample of Indicator 13 student-level data following the implementation of corrective actions.

LEAs that reported Transition Plan Not in Place (TPNP) were permitted to request a verification of a data reporting error. The request require the LEA to submit the IEP including the transition plan. Department staff review the student record to ensure compliance with timelines and that the plan meets all eight requirements of the National Secondary Transition Technical Assistance Center (NSTTAC) Indicator 13 Checklist.

If the student record meets the requirements, the LEA completed the monitoring process that includes a self-review of policies, practices, and procedures and completion of an improvement plan, and submits evidence of completing the improvement plan intended to address the mitigation of future data reporting errors.

If the student transition plan is found noncompliant for any of the eight requirements, the LEA must address the finding through self-review of policies, practices, and procedures, completion of an improvement plan that must include technical assistance and professional development from regional state support teams. LEAs must correct and submit the individual record for review, submit evidence of improvement plan completion, and submit additional student transition plans completed after professional development has been received. These additional transition plans are reviewed using the NSTTAC Indicator 13 Checklist. All components of the transition plan must be compliant. Plans found to be noncompliant must be corrected.

If an LEA is noncompliant for not having a student transition plan in place, the student must be assessed for appropriate transition planning and implementation of the plan. Department personnel review the plan for compliance. All monitoring requirements described above are followed.

The only exceptions to individual correction are instances when the correction is not possible. These reasons include student graduation, student withdrawal or transfer, or the student has exited special education services.

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

Upon notification of noncompliance, LEAs must submit/amend the IEP to include an appropriate transition plan. LEAs must engage students and families, individualized AATA must be conducted, appropriate goals written, and the transition plan must be 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 Department for review and approval. All instances of noncompliance identified in FFY2021 were corrected within one year.

Correction of Findings of Noncompliance Identified Prior to FFY 2021

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

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 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 2021, the State must report on the status of correction of noncompliance identified in FFY 2021 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2022 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2021 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 Memo 09-02. In the FFY 2022 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 2021, although its FFY 2021 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2021.

Response to actions required in FFY 2021 SPP/APR

See the FFY 2021 Findings of Noncompliance Verified as Corrected section.

13 - OSEP Response

13 - 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.

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 = $[(\# \text{ of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school}) \div (\# \text{ of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school})] \times 100$.
- B. Percent enrolled in higher education or competitively employed within one year of leaving high school = $[(\# \text{ of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school}) \div (\# \text{ of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school})] \times 100$.
- C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = $[(\# \text{ of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment}) \div (\# \text{ of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school})] \times 100$.

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 2023 on students who left school during 2021-2022, timing the data collection so that at least one year has passed since the students left school. Include students who dropped out during 2021-2022 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 2022 SPP/APR, compare the FFY 2022 response rate to the FFY 2021 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	2017	2018	2019	2020	2021
A	2009	Target >=	35.00%	39.70%	39.70%	29.68%	31.00%
A	39.60%	Data	27.53%	27.57%	29.68%	23.65%	24.83%
B	2009	Target >=	74.00%	75.00%	75.00%	79.01%	80.00%
B	62.70%	Data	70.86%	64.52%	79.01%	76.93%	80.04%
C	2009	Target >=	83.00%	84.00%	84.00%	86.35%	87.00%
C	66.60%	Data	79.49%	84.74%	86.35%	83.14%	85.70%

FFY 2021 Targets

FFY	2022	2023	2024	2025
Target A >=	32.00%	33.00%	34.00%	39.65%
Target B >=	81.00%	82.00%	83.00%	84.00%
Target C >=	88.00%	89.00%	90.00%	100.00%

Targets: Description of Stakeholder Input

The Ohio Department of Education and Workforce (DEW) 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 DEW 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 ODE’s special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The DEW 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 DEW 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 DEW 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 DEW'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%) of these comments were from individuals who self-identified as parents. Forty-seven people expressed interest in the virtual stakeholder group, thirteen (27.66%) of which self-identified as parents.

During the public comment period, the DEW 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 DEW sent invitations to participate in the virtual stakeholder group in November 2021. The DEW 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%) to individuals who self-identified as parents.

The DEW 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%) 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 DEW 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 DEW 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 DEW updated the agency webpage with the revised targets and notified stakeholders through an EdConnection article in January 2023.

FFY 2022 SPP/APR Data

Total number of targeted youth in the sample or census	20,642
Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	5,849
Response Rate	28.34%
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	1,140
2. Number of respondent youth who competitively employed within one year of leaving high school	1,968
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)	1,940
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).	801

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 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A. Enrolled in higher education (1)	1,140	5,849	24.83%	32.00%	19.49%	Did not meet target	Slippage
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	3,108	5,849	80.04%	81.00%	53.14%	Did not meet target	Slippage
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)	5,849	5,849	85.70%	88.00%	100.00%	Met target	No Slippage

Part	Reasons for slippage, if applicable
A	The state began a new process to collect Indicator 14 data in the 2022-2023 school year. The state has moved from cohort participation once every six years with standard exit and follow up surveys to requiring all local education agencies in Ohio to collect post-school engagement data every year from all students who exited their organization during the previous school year. As expected, implementing this new process had an impact on the overall response rate, as well as the rates of respondent students in measures A and B. The state expects the response rate to remain relatively low for the first few years of implementing this new process as LEAs adjust to their new annual participation requirement. The state expects the response rate to improve over time with this new methodology as every LEA is required to collect data on every exiting student every year.
B	The state began a new process to collect Indicator 14 data in the 2022-2023 school year. The state has moved from cohort participation once every six years with standard exit and follow up surveys to requiring all local education agencies in Ohio to collect post-school engagement data every year from all students who exited their organization during the previous school year. As expected, implementing this new process had an impact on the overall response rate, as well as the rates of respondent students in measures A and B. The state expects the response rate to remain relatively low for the first few years of implementing this new process as LEAs adjust to their new annual participation requirement. The state expects the response rate to improve over time with this new methodology as every LEA is required to collect data on every exiting student every year.

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	2021	2022
Response Rate	51.51%	28.34%

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 2021-2022 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 targeted population for Indicator 14 was 11.3

percent while the percentage of survey respondents who are Black students was 18.4 percent. This results in a difference of 7.1 percentage points. A percentage point discrepancy of 7.1 does not fall within the acceptable range of +/-3% and indicates that Black students are overrepresented within the respondent population. The state used the IDEA Data Center's Nonresponse Bias Analysis Application to conduct these analyses.

By applying this metric to each racial category and each disability category, the state can identify whether there are 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 rates revealed that Black students are overrepresented in the respondent population. Response rates examined by student race show that 18.4 percent of survey respondents were Black students compared with 11.3 percent of students in the target population. This results in a difference of 7.1 percentage points. The results of t test are statistically significant ($p = .000$), meaning that the observed differences between respondents and the target population are indicative of this subgroup (i.e., Black students) being overrepresented in the respondent population.

Comparison of response rates revealed that White students are underrepresented in the respondent population. Response rates examined by student race show that 69.8 percent of survey respondents were White students compared with 82.7 percent of students in the target population. This results in a difference of 12.9 percentage points. The results of t test are statistically significant ($p = .000$), meaning that the observed differences between respondents and the target population are indicative of this subgroup (i.e., White students) being underrepresented in the respondent population.

Comparison of response rates revealed that the percentage point discrepancies for all other races/ethnicities fall within the acceptable range of +/-3 percentage points and thus are representative of the target population, despite the t tests being statistically significant ($p < 0.5$).

- Response rates examined by student race show that 0.3 percent of survey respondents were American Indian students compared with 0.1 percent of students in the target population. This results in a difference of 0.2 percentage points.
- Response rates examined by student race show that 1.0 percent of survey respondents were Asian students compared with 0.4 percent of students in the target population. This results in a difference of 0.6 percentage points.
- Response rates examined by student race show that 5.8 percent of survey respondents were Hispanic students compared with 2.8 percent of students in the target population. This results in a difference of 2.9 percentage points.
- Response rates examined by student race show that 4.7 percent of survey respondents were Multiracial students compared with 2.6 percent of students in the target population. This results in a difference of 2.1 percentage points.

Response rates examined by student race show that 0.1 percent of survey respondents were Pacific Islander students compared with 0 percent of students in the target population. This results in a difference of 0 percentage points. The results of t tests were not statistically significant ($p > 0.05$), meaning that the observed differences between respondents and the target population are not indicative of this subgroup (i.e., Pacific Islander students) being under- or over-represented in the respondent population.

Disability

Comparison of response rates revealed that students with Specific Learning Disabilities or Autism are overrepresented in the respondent population. The results of the t tests are statistically significant ($p = .000$), meaning that the observed differences between respondents and the target population are indicative of these subgroups (i.e., students with Specific Learning Disabilities, students with Autism) being overrepresented in the respondent population.

- Response rates examined by student disability show that 53.9 percent of survey respondents are students with Specific Learning Disabilities compared with 24.7 percent of students in the target population. This results in a difference of 29.2 percentage points.
- Response rates examined by student disability show that 8.0 percent of survey respondents are students with Autism compared with 4.8 percent of students in the target population. This results in a difference of 3.2 percentage points.

Comparison of response rates revealed that students with Other Health Impairments (Minor) are underrepresented in the respondent population. The results of t test are statistically significant ($p = .000$), meaning that the observed differences between respondents and the target population are indicative of this subgroup (i.e., students with Other Health Impairments (Minor)) being underrepresented in the respondent population.

- Response rates examined by student disability show that 22.9 percent of survey respondents are students with Other Health Impaired (Minor) compared with 59.1 percent of students in the target population. This results in a difference of 36.1 percentage points.

Comparison of response rates revealed that the percentage point discrepancies for students with Multiple Disabilities, Deafness, Visual Impairments, Speech and Language Impairments, Orthopedic Impairments, Emotional Disturbance, Intellectual Disabilities, or Traumatic Brain Injury fall within the acceptable range of +/-3 percentage points and thus are representative of the target population, despite the t tests being statistically significant ($p < 0.5$).

- Response rates examined by student disability show that 1.4 percent of survey respondents are students with Multiple Disabilities compared with 2.3 percent of students in the target population. This results in a difference of 1.1 percentage points.
- Response rates examined by student disability show that 0.7 percent of survey respondents are students with Deafness compared with 0.4 percent of students in the target population. This results in a difference of 0.3 percentage points.
- Response rates examined by student disability show that 0.6 percent of survey respondents are students with Visual Impairments compared with 0.2 percent of students in the target population. This results in a difference of 0.4 percentage points.
- Response rates examined by student disability show that 0.4 percent of survey respondents are students with Speech and Language Impairments compared with 0.2 percent of students in the target population. This results in a difference of 0.2 percentage points.
- Response rates examined by student disability show that 0.4 percent of survey respondents are students with Orthopedic Impairments compared with 0.2 percent of students in the target population. This results in a difference of 0.2 percentage points.
- Response rates examined by student disability show that 5.0 percent of survey respondents are students with Emotional Disturbance compared with 3.6 percent of students in the target population. This results in a difference of 1.4 percentage points.
- Response rates examined by student disability show that 5.8 percent of survey respondents are students with Intellectual Disabilities compared with 4.0 percent of students in the target population. This results in a difference of 1.8 percentage points.
- Response rates examined by student disability show that 0.7 percent of survey respondents are students with Traumatic Brain Injury compared with

0.4 percent of students in the target population. This results in a difference of 0.3 percentage points.

Comparison of response rates revealed that the percentage point discrepancies for students with Other Health Impairments (Major) fall within the acceptable range of +/-3 percentage points and thus are representative of the target population. The results of t tests were not statistically significant ($p > 0.05$), meaning that the observed differences between respondents and the target population are not indicative of these subgroups (i.e., students within Other Health Impairments (Major)) being under- or over-represented in the respondent population.

• Response rates examined by student disability show that 0.2 percent of survey respondents are students with Other Health Impairments (Major) compared with 0.1 percent of students in the target population. This results in a difference of 0.1 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.

To address the underrepresentation of exiters with Other Health Impairments (Minor) and exiters who are White students, the state will highlight strategies for securing participation from these populations during district training and information sessions. These strategies include: initiating outreach early during the reporting process; securing accurate and multiple contact information for students, parents or guardians, other close family members or friends at exit such as cell phone numbers, email, as well as physical addresses; contacting individuals through mixed-modes such as sending an email as well as mailing a letter through the US Postal Service that communicates the desire to speak with the individual about their experiences and activities and noting a specific time to expect a phone call; meeting face-to-face with individuals when possible; suggesting alternatives to cell phone use as individuals may be concerned with using cellular minutes; and engaging LEA personnel who have favorable rapport with students from these underrepresented populations for reaching out to individuals or collecting survey data.

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 the 2022-2023 school year, 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.

Local education agencies receive notification to participate in the Exiting Student Follow-up Data Collection each winter via their Special Education Profile (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Data-and-Funding/Ohio-s-Special-Education-Profiles>). The state provides a list of exiting students to each organization required to participate in the Exiting Student Follow-up Data Collection. This report will automatically generate for local education agencies 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. Local education agencies 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 Department 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.

Moving to a required collection for all local education agencies each year and away from cohort participation where local agencies participate only once every sixth year is expected to increase the response rate over time. As the new data collection method via EMIS has lowered the response rate initially, the state will also continue to implement additional strategies to increase response rates. Regional technical assistance provided from the State Support Team Transition Consultants will include encouraging and discussing with districts the importance of responses from a representative sample of exiters. During district training and information sessions provided to district representatives for Indicator 14 data collection and reporting, the training team will encourage participants to schedule the follow-up interview and secure additional exiter contact information prior to exiting. The state will also recommend 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 will also suggest 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.

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 FFY2022 response rate was 28.3%, with 5,849 of 20,642 students having responded.

Response rates by race/ethnicity are as follows: American Indian, 63.0%; Asian, 72.5%; Black, 46.1%; Hispanic, 57.6%; Multiracial, 51.4%; Pacific Islander, 80.0%; and White, 23.9%.

Response rates by disability category are as follows: Multiple Disabilities, 16.7%; Deaf-Blindness, 0.0%; Deafness, 58.9%; Visual Impairments, 71.4%; Speech and Language Impairments, 64.9%; Orthopedic Impairments, 52.4%; Emotional Disturbance, 39.8%; Intellectual Disabilities, 40.7%; Specific Learning Disabilities, 61.8%; Autism, 47.4%; Traumatic Brain Injury, 48.3%; Other Health Impaired (Major), 44.0%; and Other Health Impaired (Minor), 11.0%.

The state used the IDEA Data Center's (IDC) Nonresponse Bias Analysis (NRBA) application to examine representativeness based on race/ethnicity and disability category. Comparison of response rates revealed that the percentage point discrepancies for a few subgroups did not fall within the acceptable range of +/-3 percentage points and thus are not representative of the target population. Comparison of response rates revealed that White students with disabilities and students with Other Health Impairments (Minor) are underrepresented in the respondent population, while Black students with disabilities, students with Specific Learning Disabilities, and students with Autism are overrepresented in the respondent population.

Using IDC's NRBA application, the state further examined nonresponse bias regarding disability category.

- A chi-square test showed a significant relationship between race/ethnicity and outcome measure ($p < 0.001$). The range of representation by race/ethnicity within the number of respondent youth who enrolled in higher education within one year of leaving high school are from 11.8 percent (American Indian) to 20 percent (White). Black students are at the higher end of that range, 19.8 percent, and are underrepresented in the total respondent population, which does not indicate nonresponse bias in the survey data with respect to race/ethnicity.
- A chi-square test showed a significant relationship between disability category and outcome measure ($p < 0.001$). The range of representation by disability category within the number of respondent youth who enrolled in higher education within one year of leaving high school are from 11.6 percent (Intellectual Disabilities) to 45.5 percent (Orthopedic Impairments). Students with Other Health Impairments (Minor) are at the lower end of that range, 18.9 percent, and are underrepresented in the total respondent population, which indicates nonresponse bias in the survey data with respect to disability category.

Moving to a required collection for all local education agencies each year and away from cohort participation where local agencies participate only once every sixth year is expected to increase the response rate over time. As the new data collection method via EMIS has lowered the response rate initially, the state will also continue to implement additional strategies to increase response rates. Regional technical assistance provided from the State Support Team Transition Consultants will include monitoring the number of surveys completed by a district or school and encouraging and discussing with districts the importance of responses from a representative sample of exiters. During professional development provided to district representatives for Indicator 14 data collection and reporting, the training team will encourage participants to schedule the follow-up interview and secure additional exiter contact information prior to exiting. The state will also recommend 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 will also suggest 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.

Sampling Question	Yes / No
Was sampling used?	NO
Survey Question	Yes / No
Was a survey used?	NO

Provide additional information about this indicator (optional)

The state is no longer gathering data for Indicator 14 through the longitudinal survey. However, data are still being gathered via follow up interviews for which LEAs are free to develop their own questions and data collection forms to align with the requirements for Indicator 14 data collection. More information is provided at this webpage: <https://education.ohio.gov/Topics/Special-Education/Special-Education-Data-and-Funding/Indicator-14-Exiting-Student-Data-Collection>.

FFY2022 is a new baseline for Ohio as the methodology has changed from cohort participation once every six years to required participation for all LEAs each year for all exiting students. The FFY2025 target for measure C has been updated to 100%, as the FFY2025 target must show improvement over baseline and the FFY2022 result for measure C is 100%. Ohio is working with stakeholders to set new targets for FFY2023-2025 for all of Indicator 14 based on the new methodology.

Ohio law (<https://codes.ohio.gov/ohio-revised-code/section-3301.0730>) requires EMIS to create a process by which users of the system can review and provide public comment on new or updated EMIS guidelines. EMIS changes that are subject to this process must be posted on the website for 30 days for public comment, 30 days for the Department’s response to comments, and then another 30 days for public review before changes are considered “final.” Details regarding public comments received for the new Exiting Student Follow-up Record are listed on the state’s webpage under 23-94 (<https://education.ohio.gov/Topics/Data/EMIS/EMIS-Documentation/EMIS-Changes-1/Fiscal-Year-2023-Changes>).

In addition to the public comment period, state staff presented to various groups of stakeholders on the change from OLTS to EMIS data collection, including at the Ohio Association of EMIS Professionals (OAEP) Spring Conference (<https://education.ohio.gov/getattachment/Topics/Data/EMIS/EMIS-Resources/Presentations/OAEP-EMIS-Level-2-Reports-and-updates-May-2023.pdf.aspx?lang=en-US>) in May of 2023 (Melissa Maynard and David Ehle) and the Ohio Education Data Systems Association (OEDSA) Fall Conference (<https://education.ohio.gov/getattachment/Topics/Data/EMIS/EMIS-Resources/Presentations/OEDSA-Sept-2022-Exiting-Follow-Up-OEDSA.pdf.aspx?lang=en-US>) in September 2022 (David Ehle).

Exiting Student Data Collection was a standing agenda item on the monthly meetups with representatives from the regional state support teams during which processes and resources were shared and discussed. Feedback from these meetings was used to develop statewide technical assistance during the data collection timeframe.

In mid-April, the state learned of an issue with the National Clearing House data that was loaded into the state’s Education Information Management System (EMIS) Follow Up tables, which is the data source for Indicator 14. The National Clearing House data provides information regarding students that went to college after leaving secondary school. Due to this data load issue, the number of respondent youth who enrolled in higher education within one year of leaving high school initially reported was lower than the actual number of respondent youth who enrolled in higher education within one year of leaving high school. As soon as the state learned of this error, the EMIS Follow Up tables were corrected and validated, and data were recalculated. Ohio’s APR was updated to reflect accurate data during the clarification period. This update to Indicator 14 provides more accurate data reflective of students who were on an IEP when they exited secondary education.

14 - Prior FFY Required Actions

In the FFY 2022 SPP/APR, the State must report whether the FFY 2022 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.

In the FFY 2022 SPP/APR, the State must describe strategies which are expected to increase the response rate for those groups that are underrepresented.

Response to actions required in FFY 2021 SPP/APR

The state used the IDEA Data Center’s (IDC) Nonresponse Bias Analysis (NRBA) application to examine representativeness based on race/ethnicity and disability category. Comparison of response rates revealed that the percentage point discrepancies for a few subgroups did not fall within the

acceptable range of +/-3 percentage points and thus are not representative of the target population. Comparison of response rates revealed that White students with disabilities and students with Other Health Impairments (Minor) are underrepresented in the respondent population, while Black students with disabilities, students with Specific Learning Disabilities, and students with Autism are overrepresented in the respondent population.

Using IDC's NRBA application, the state further examined nonresponse bias regarding disability category.

- A chi-square test showed a significant relationship between race/ethnicity and outcome measure ($p < 0.001$). The range of representation by race/ethnicity within the number of respondent youth who enrolled in higher education within one year of leaving high school are from 11.8 percent (American Indian) to 20 percent (White). Black students are at the higher end of that range, 19.8 percent, and are underrepresented in the total respondent population, which does not indicate nonresponse bias in the survey data with respect to race/ethnicity.

- A chi-square test showed a significant relationship between disability category and outcome measure ($p < 0.001$). The range of representation by disability category within the number of respondent youth who enrolled in higher education within one year of leaving high school are from 11.6 percent (Intellectual Disabilities) to 45.5 percent (Orthopedic Impairments). Students with Other Health Impairments (Minor) are at the lower end of that range, 18.9 percent, and are underrepresented in the total respondent population, which indicates nonresponse bias in the survey data with respect to disability category.

Moving to a required collection for all local education agencies each year and away from cohort participation where local agencies participate only once every sixth year is expected to increase the response rate over time. As the new data collection method via EMIS has lowered the response rate initially, the state will also continue to implement additional strategies to increase response rates. Regional technical assistance provided from the State Support Team Transition Consultants will include monitoring the number of surveys completed by a district or school and encouraging and discussing with districts the importance of responses from a representative sample of exiters. During professional development provided to district representatives for Indicator 14 data collection and reporting, the training team will encourage participants to schedule the follow-up interview and secure additional exiter contact information prior to exiting. The state will also recommend 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 will also suggest 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.

14 - OSEP Response

14 - 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.

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 baseline 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 2022-23 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/15/2023	3.1 Number of resolution sessions	19
SY 2022-23 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/15/2023	3.1(a) Number resolution sessions resolved through settlement agreements	19

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 (DEW) 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 DEW 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 ODE's special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The DEW 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 DEW 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 DEW 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 DEW'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%) of these comments were from individuals who self-identified as parents. Forty-seven people expressed interest in the virtual stakeholder group, thirteen (27.66%) of which self-identified as parents.

During the public comment period, the DEW 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 DEW sent invitations to participate in the virtual stakeholder group in November 2021. The DEW 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%) to individuals who self-identified as parents.

The DEW 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%) 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 DEW 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 DEW 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 DEW updated the agency webpage with the revised targets and notified stakeholders through an EdConnection article in January 2023.

Historical Data

Baseline Year	Baseline Data
2005	50.60%

FFY	2017	2018	2019	2020	2021
Target >=	41.00% - 49.00%	42.00% - 50.00%	42.00%-51.00%	8.00%	16.00%
Data	54.17%	36.07%	0.00%	0.00%	0.00%

Targets

FFY	2022	2023	2024	2025
Target >=	24.00%	32.00%	40.00%	48.00%

FFY 2022 SPP/APR Data

3.1(a) Number resolutions sessions resolved through settlement agreements	3.1 Number of resolutions sessions	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
19	19	0.00%	24.00%	100.00%	Met target	No Slippage

Provide additional information about this indicator (optional)

Ohio had 19 resolution sessions during the 2022-2023 school year, all of which were resolved through settlement agreements. Ohio exceeded the target of 16.00% by 84.00%.

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 ED Facts Metadata and Process System (EMAPS)).

Measurement

Percent = $(2.1(a)(i) + 2.1(b)(ii))$ 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 baseline 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 2022-23 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/15/2023	2.1 Mediations held	193
SY 2022-23 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/15/2023	2.1.a.i Mediations agreements related to due process complaints	30
SY 2022-23 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/15/2023	2.1.b.i Mediations agreements not related to due process complaints	133

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 (DEW) 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 DEW 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 ODE's special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The DEW 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 DEW 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 DEW 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 DEW'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%) of these comments were from individuals who self-identified as parents. Forty-seven people expressed interest in the virtual stakeholder group, thirteen (27.66%) of which self-identified as parents.

During the public comment period, the DEW 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 DEW sent invitations to participate in the virtual stakeholder group in November 2021. The DEW 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%) to individuals who self-identified as parents.

The DEW 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%) 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 DEW 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 DEW 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 DEW updated the agency webpage with the revised targets and notified stakeholders through an EdConnection article in January 2023.

Historical Data

Baseline Year	Baseline Data
2005	83.50%

FFY	2017	2018	2019	2020	2021
Target >=	76.00% - 84.00%	77.00% - 85.00%	77.00%-85.00%	77.00%-85.00%	77.00%-85.00%
Data	79.56%	81.76%	80.00%	77.24%	77.12%

Targets

FFY	2022 (low)	2022 (high)	2023 (low)	2023 (high)	2024 (low)	2024 (high)	2025 (low)	2025 (high)
Target >=	78.00%	86.00%	79.00%	87.00%	80.00%	88.00%	84.00%	88.00%

FFY 2022 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 2021 Data	FFY 2022 Target (low)	FFY 2022 Target (high)	FFY 2022 Data	Status	Slippage
30	133	193	77.12%	78.00%	86.00%	84.46%	Met target	No Slippage

Provide additional information about this indicator (optional)

Ohio held 193 mediations during the 2022-2023 school year. Of the 193 mediations, 30 mediation agreements were related to due process complaints and 133 were not related to due process complaints. Ohio's percentage of mediations that resulted in mediation agreements (84.46%) fell within the target range of 78.00% to 86.00%.

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, 2023). 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 2022 APR, report on anticipated outcomes to be obtained during FFY 2023, i.e., July 1, 2023-June 30, 2024).

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 2022 APR, report on activities it intends to implement in FFY 2023, i.e., July 1, 2023-June 30, 2024) 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 expand upon the foundation established in the previous SSIP, The Early Literacy Pilot, by pivoting and expanding into high school to ensure students with disabilities are making progress toward graduation and successful post-school outcomes. Based upon this pivot to high school, the State-identified Measurable Result (SiMR) will focus on Indicator 1: the percentage of youth with individualized education programs exiting high school 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.

During implementation year 1, the Design and Implementation Team developed selection criteria and considered several factors to identify and select potential Cohort 1 and 2 districts as candidates for participation in SSIP, Each Child On Track.

Participating 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 a career-technical education center that serves the district. Each participating building created a District Leadership Team (DLT) or Each Child On Track Team that works closely with the State Support Team (SST) Implementation Team lead to ensure full implementation of the project expectations. SST Implementation Teams support participating districts by providing training for the district team on Each Child On Track processes, assisting with data collection and analysis, providing coaching on the project's expectations, and supporting districts with root cause analysis to identify students who are at risk for not graduating with a regular diploma. Participating buildings collect and analyze student performance data and the district's response to the Expectation and Implementation Rubric (<https://padlet.com/educatorOH/indicator-17-u1etnqx3v485273/wish/2861868335>). These data are reported to the External Evaluation Team on a quarterly basis.

In implementation year 2, considerations for selection of Cohort 3 districts include a midcourse correction to address project evaluation findings that districts from Cohorts 1 and 2 represent seven of the eight district typologies in Ohio. There were no districts that represent typology 6 – suburban, very low-poverty level and large size. Of the 20 Cohort 1 and 2 local education agencies participating in the project, one is a community school, also known as a charter school. The updated criteria are summarized below.

1. Indicator 1 graduation data below 60%,
2. District special education determination and the percentage of students with disabilities who graduated as compared to the state graduation data,
3. For cohort 3, districts with one high school classified as "Additional Targeted Support for students with disabilities" having at least one high school building,
4. Districts classified as Typology 6, and
5. Community schools.

Cohort 1, recruited in 2022, consists of six districts and Cohort 2, recruited in 2023, consists of 14 districts. Each district in these Cohorts has one high school participating in the project. The Department reviewed district data and compiled a preliminary list of districts to review, discuss and recommend to the SST Directors for consideration for Cohort 3 recruitment. District recommendations from each SST are anticipated by Jan. 30, 2024, and final selections will be made by March 1, 2024.

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 at the following link: <https://education.ohio.gov/getattachment/Topics/Special-Education/Improving-Educational-Experiences-and-Outcomes/Ohio-SSIP-Theory-of-Action-Dec-2022.pdf.aspx?lang=en-US>.

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
2020	58.53%

Targets

FFY	Current Relationship	2022	2023	2024	2025
Target	Data must be greater than or equal to the target	64.00%	66.00%	68.00%	70.00%

FFY 2022 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 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
128	187	68.88%	64.00%	68.45%	Met target	No Slippage

Provide the data source for the FFY 2022 data.

The data source being used for the FFY 2022 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. Take the number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma. Divide 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.

The FFY 2022 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.

Early Warning Data: The Department continues to develop the Early Warning System Tool and the Progress Toward Graduation Reports. While these are being developed, districts in Cohort 1 and 2 independently pulled early warning data from student information systems for each quarterly grading period from January 2023-December 2023 and August 2023-December 2023, respectively. Districts submitted data 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. In addition, districts identified the number of students who continued to be off track in each of these areas across the collection period. Districts reported this information for all students in grades 9-12, as well as for students with disabilities. The data collected during this reporting period for both Cohort 1 and 2 are baseline data as districts were in the beginning implementation of the Each Child On Track project.

The greatest percentage of students were off track in attendance, with close to 40% of students with disabilities reported as off track in attendance (33% of students overall). Data indicates that roughly one third of students with disabilities failed at least one course during the 2022-2023 school year (29% of students overall) and close to one fifth received an out-of-school suspension or expulsion (17% of students overall). Ten percent of students with disabilities failed math (14% of students overall) and 12% failed English (11% of students overall).

Each Child On Track Expectation and Implementation Rubric: The Department developed this rubric as a tool to document participating districts' completion of project expectations and the level of implementation for each completed expectation in the Each Child On Track project. Districts complete the rubric each quarter, rating each of the 21 rubric indicators as "Needs Improvement," "In-Progress," or "Quality" and providing comments and justification for their ratings. The six Cohort 1 districts completed the rubric during Quarters 2, 3, and 4 of the 2022-2023 school year. Ratings were coded as: Quality = 2, In-Progress = 1, Needs Improvement = 0.

Early Warning Intervention and Monitoring System Fidelity Survey: The External Evaluation Team developed a survey to assess the extent to which schools are implementing the seven-step EWIMS process. The survey is based on a rubric that includes descriptions of practices that represent "low," "moderate," and "high" levels of implementation across the seven EWIMS steps. Cohort 1 State Support Teams personnel completed the survey in June 2023 and provided a consensus score for each item indicating a perception of how the school team was currently implementing EWIMS.

Post event Surveys: Following Department-led professional learning sessions, participants completed a brief electronic feedback survey. Participants rated the extent to which knowledge was gained related to the session objectives, the quality and usefulness of the content, and the extent to which the session prepared them to implement Each Child On Track. In addition, participants provided feedback on how they will use the information from the learning session, what they perceived as most beneficial about the session, and areas for improvement.

Capacity Surveys: The External Evaluation Team developed surveys for district and SST personnel to self-assess their team's capacity to lead Each Child On Track at the regional and district levels. Participants rated their team's capacity on a 0 to 6 scale using a rubric that provides descriptions of practices that would score 0, 2, 4, and 6. The score of 0 indicates a 'not at all' response to the question and a 6 indicates a 'strong degree' response to the question. In addition to the ratings, participants were prompted to provide open-ended feedback about their team's professional development needs in each capacity area.

SST Implementation Team and District Leadership Team Interviews: The External Evaluation Team conducted interviews with representatives from four of the six Cohort 1 SSTs and districts. Interviews focused on changes that occurred as a result of Each Child On Track, implementation challenges, and lessons learned. Each interview was conducted through video conferencing with two to five participants and lasted approximately 30-45 minutes.

Did the State identify any general data quality concerns, unrelated to COVID-19, that 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 the Department's website using this address:

<https://education.ohio.gov/getattachment/Topics/Special-Education/Improving-Educational-Experiences-and-Outcomes/Each-Child-On-Track-Evaluation-Plan.pdf.aspx?lang=en-US>.

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. Project leadership also convened quarterly Department Leadership Meetings, quarterly SST Implementation Team meetings, monthly Department Design, and Implementation Team meetings, monthly meetings with the External Evaluation Team and bi-weekly meetings with office leadership.

Data and Quality Standards

Early Warning Systems Tool: As previously mentioned, the Department continues to develop the Early Warning System Tool. As a result, participating districts had to independently pull early warning data from student information systems during this reporting year. The early warning data included all students in grades 9-12 who are 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. Project leadership met with Cohort 1 and 2 district and SST Implementation Team data contacts each quarter to ensure consistent and accurate data submission. The External Evaluation Team consulted with SST Implementation Team data contacts to develop a Data Entry Guidance Document. Additionally, Cohort 1 and Cohort 2 SST Implementation Team data contacts formed a community of practice in fall 2023 to discuss strategies to effectively pull and validate data prior to submission along with creating district early warning data visualizations and using protocol to review and analyze early warning data.

Each Child On Track Expectation and Implementation Rubric: Cohort 1 and 2 DLTs implement 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 postschool 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.

Cohort 1 and 2 school districts submitted Early Warning 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 submitted artifacts, including meeting agendas and notes, team rosters, action plans and policy documents, to provide evidence of rubric activity implementation.

Professional Development/Technical Assistance

State Support Team Implementation Teams: The Design and Implementation Team conducted virtual quarterly meetings with Cohort 1 SST Implementation Teams from April 2023 through January 2024. The purpose of these meetings was to discuss needs identified from quarterly Early Warning Data and Expectation and Implementation Rubric data collection. The Design and Implementation Team held five open office hour sessions for Cohort 1 SST Implementation Teams to provide technical assistance on a variety of project topics. Additionally, the Design and Implementation Team conducted a series of five virtual professional development sessions for Cohort 2 SST Implementation Teams in March through June 2023. Sessions provided guidance on the project components and timelines along with information on attendance, adolescent literacy, mathematics, career advising, multi-tiered systems of support, career technical education and early warning systems.

Design and Implementation Team members provided differentiated technical assistance throughout the reporting period to SST Implementation Teams based on the needs of their participating district's Capacity Building and Expectation and Implementation Rubric data. A key focus area was systems integration, in particular anchoring Each Child On Track within the Ohio Improvement Process (OIP). The Ohio Improvement Process is a continuous improvement problem-solving framework used by districts, buildings, and teachers. SST Implementation Teams were given strategies to support districts in implementing an early warning and intervention monitoring system with fidelity by leveraging the existing Ohio Improvement problem-solving model.

State Support Team Implementation Teams and School Districts

The Design and Implementation Team hosted a regional in-person meeting in April 2023 and an end-of-school year virtual meeting in June 2023 for Cohort 1 SSTs and school districts. Cohort 2 SSTs and school districts attended a start-of-the school year in-person meeting in August and September 2023.

Project leadership met quarterly with each Cohort 1 and Cohort 2 SST Implementation Team and school district data contacts from April 2023 through January 2024 to discuss Early Warning Data that school districts submitted to the External Evaluation Team at the end of each grading period. Several Cohort 1 State Support Teams and partner educational service centers received technical assistance from the Design and Implementation Team in the area of mathematics.

Fiscal
The Department has developed a Memorandum of Understanding between the Cohort 1 and 2 school districts which details project expectations and the use of funds. Specifically, the Memorandum of Understanding 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 districts in the first year of project implementation (current Cohort 2) 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, mileage reimbursement for travel to a regional meeting, and stipend for the district data contact to manage early warning data. Funding increases for districts in the second year of implementation (current Cohort 1). Funds continue to cover stipends, substitutes, and mileage and are to be used to purchase resources for supports and interventions that address needs identified by project data. Cohort 1 and 2 districts used data collected from review and analysis of 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. The supports and interventions were described, with an emphasis on how these directly impact students with disabilities, within the scope of work that was submitted to the Department. These are currently in the process of review and approval by the Design and Implementation Team.

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
Project teaming structures have grown and strengthened during the reporting year. Project content areas are now fully represented on the Department Design and Implementation Team. SST Implementation Teams consistently include team leads, data, special education, and career-technical education contacts with increasing participation of other team members representing areas such as adolescent literacy, multi-tiered systems of support and attendance. At the district level, one of the highest rated indicators within the Expectation and Implementation Rubric was Team Meeting Participants. The Cohort 1 District Capacity Survey indicated that implementation focused largely on establishing a team of personnel with appropriate levels of expertise to meet the needs of each student. Cohort 1 and 2 SST Implementation Team and Cohort 1 District Capacity Surveys stated that building a strong foundation at the district level will allow them to begin supporting building and teacher-based teams and implement interventions for students identified as at-risk for not earning a diploma. Strong teaming structures support systems change and are necessary for accountability sustaining systems improvement and scaling implementation.

The other highest rated indicator within the Expectation and Implementation Rubric was Meeting Schedules. DLTs (or a subset team focused on the project) meet at least quarterly to review early warning data and progress on Expectation and Implementation Rubrics. As previously summarized, Department meetings were held consistently to address a comprehensive set of project activities.

While teaming structures and meeting schedules showed growth, the EWIMS Fidelity Survey results from Cohort 1 SST Implementation Teams and district teams indicated that most of the project activities occurred at the district level rather than school level. The Design and Implementation Team will develop strategies for SST Implementation Teams to coach district teams to implement activities with building and teacher-based teams. Additionally, Cohort 1 and 2 SST Implementation Team and Cohort 1 District Capacity Surveys indicate that Each Child On Track is most often implemented as a separate initiative rather than as part of an existing effort, such as multi-tiered system of support or existing graduation-focused initiatives.

Data and Quality Standards
Despite potential challenges in early warning data collection without the Ohio Early Warning Tool, one of the highest rated indicators on the Expectation and Implementation Rubric was “Use of an Early Warning System Tool.” This rating could be attributed to the numerous data supports described above. The Department and External Evaluation Team collaborated on developing a workaround which enabled districts to compile and analyze early warning student data, meeting the project’s expectations. The SST Implementation Team data contacts established a community of practice to share knowledge about various student data systems used by participating districts and build their capacity to support districts with pulling student data and creating user-friendly data visualizations that facilitate the review and analysis of data for district teams. The community of practice will continue to meet each month throughout the remainder of the project, allowing data contacts to work collaboratively to support districts’ use of early warning data and develop more reliable and valid district data systems overall.

Progress toward implementing project activities was measured by the Expectation and Implementation Rubric. As these activities are aligned to evidence-based practices, specific results will be described later in this report.

Professional Development/Technical Assistance
Post event surveys completed by Cohort 1 and 2 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 over 95% of participants rated the quality as good or excellent and 96% rated the session as moderately or greatly useful. On the State Support Team Capacity Surveys, Cohort 1 and 2 SST Implementation Teams identified a need for professional learning support in the areas of data use, multi-tiered systems of support, college and career readiness and mathematics. Results from the Expectation and Implementation Rubric data also provided insight into the impact of professional development on the implementation of project activities. As these activities are aligned to evidence-based practices, specific results will be described later in this report. As mentioned earlier in this response, capacity surveys indicated project teaming structures have grown and strengthened during the reporting year. This growth can be attributed to the differentiated technical assistance provided to integrate Each Child On Track into the Ohio Improvement Process.

Ohio’s traditional early warning indicators of attendance, behavior, and course failure may erroneously omit English learners who may be at risk. Additional data may need to be analyzed to determine if English learners at the high school level are at risk for not graduating. To determine if the additional considerations needed to be shared with district participants, the team looked at the number of English learners enrolled in the Cohort 2 districts using the FY24 Title III Preliminary allocations data found on the Department’s site here: <https://education.ohio.gov/Topics/Federal->

Programs/Programs/Limited-English-Proficient. Since many of the Cohort 2 districts had significant English learner populations, it was determined that it would be beneficial to learn more about the additional data indicators specific for English learners. Using the Ohio Improvement Process as an organizational strategy, specific considerations were outlined for each of the process steps. This information was presented to the Cohort 2 State Support Teams.

Fiscal
Each of the twenty school districts currently participating in Cohort 1 and 2 of 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. Funds have been used, for example, to provide stipends for data contacts to pull data from student information systems, complete data collection templates and develop data visualizations to share with DLTs. These stipends were especially helpful due to increased expectations placed on the data contacts since the Department Early Warning Tool is not yet available. The Cohort 1 teams have submitted the scope of work to project leadership that describes the needs identified during year 1 of implementation and the funds they will need to implement supports and interventions that will address these needs. Examples include Check and Connect and math coaches. A question on the scope of work asks districts to explain how students with disabilities will be impacted by, and therefore included within, the chosen intervention. 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: It was discovered in the early stages of project implementation that the Department and in turn the State Support Teams, did not have staff with expertise in supporting our students with disabilities in the area of mathematics, particularly in the upper grades. Work is currently underway to create a position in the Office for Exceptional Children that 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.

Regional Educational Service Center Participation: To build capacity for scaling the project statewide, project leadership began discussions with regional educational service centers around partnering with SST Implementation Teams to implement this work. One educational service center has already expressed interest in joining Cohort 3 of the project.

State Support Team and Educational Service Center Mathematics and Graduation Plan Collaboration: While analyzing district early warning data, SST Implementation Teams found that many students who were identified at risk in the area of attendance were also at-risk in the area of mathematics course performance. As a result, multiple SST Implementation Teams have reached out to nearby educational service centers for input on supporting districts in mathematics. A common outcome of these collaborations has been developing a more meaningful mathematics course sequence as part of the student's graduation plan. The SST Implementation Teams and educational service center partners reached out to the Department mathematics representative from the Design and Implementation Team for guidance on the different ways that high school mathematics courses are commonly offered in Ohio. For example, courses over two years, extending the instructional time of the course (i.e., block scheduling), or providing a support course in addition to regular instruction. Along with the guidance on different ways courses can be offered, SST Implementation Teams and educational service center partners have been provided resource materials and clarifying questions to use with districts when designing the curriculum of these courses so that the overall level of rigor is maintained.

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, and the kick-off meeting was held in November 2023. This team was established to support activities related to district level work on the identification and implementation of interventions as well as the development of project resources.

State Personnel Development Grant Team Collaboration: Project leadership has partnered with the State Personnel Development Grant Team to ensure alignment of projects. This partnership will enhance the professional development provided in the area of multi-tiered systems of support and create an opportunity to scale both projects.

Professional Development
Additional Professional Development: Cohort 1 and 2 SST Implementation Team capacity surveys indicated a need for additional professional development in the areas of adolescent literacy, attendance, mathematics, multi-tiered systems of support and career advising. As a result, the Design and Implementation Team formed content-specific work groups that will create and provide professional development sessions in these areas during spring 2024.

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
Project leadership will utilize the expertise of External Stakeholder Team members to provide feedback and guidance on project activities, particularly implementation of evidence-based interventions, to support the development of professional development materials and other resources and to advise Design and Implementation Team content-specific workgroups. It is anticipated the members will provide suggestions and recommendations around data collection related to implementation fidelity.

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.

Cohort 1 SST Implementation Teams will fade the supports for Cohort 1 DLTs in summer 2024. As this occurs, these DLTs will participate in a community of practice facilitated by the Design and Implementation Team. Districts in Cohort 1 will continue to have access to the State Support Teams should additional technical assistance or support be necessary. Cohort 1 State Support Teams will then be able to support new districts in Cohort 4. Cohort 2 SST Implementation Teams will continue to support Cohort 2 DLTs during the 2024-2025 school year. This process will allow the project to scale, build district capacity to sustain project activities and provide districts on ongoing system of support with peers.

Data and Quality Standards
The Ohio Early Warning Tool and Progress Toward Graduation Reports will allow districts to efficiently print reports of students who are at-risk of not

graduating rather than cobbling together reports from various areas within the district student information system. Progress Towards Graduation Reports will allow the district to track the progress of students towards meeting regular graduation requirements. The community of practice for the SST Implementation Team data contacts will continue to meet each month throughout the remainder of the project and begin to include district data contacts to build capacity and sustainability.

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 postsecondary success.

Professional Development

The Design and Implementation Team will provide professional development in the areas of adolescent literacy, mathematics, attendance, multi-tiered systems of support and career advising in spring 2024.

Professional learning opportunities in adolescent literacy will be provided to SST Implementation Teams to increase knowledge of foundational literacy frameworks, instructional approaches, and systems. The trainings will focus 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. Training will also focus on key aspects of adolescent literacy, including developing a multi-tiered system of support and designing and implementing a system of reading assessments and interventions. Participants will receive self-paced training opportunities via Ohio’s Learning Management System and Literacy Academy on Demand. After completing a sequence of self-paced courses, participants will attend a meeting with Ohio’s Adolescent Literacy Specialists to ask questions and seek clarification on their learning.

Mathematics professional learning will focus on High-Quality Instructional Practices in Mathematics aligned to Evidence-Based Intervention Levels 1 and 2 at both the lower and upper-grade bands and illustrate what top-level evidence-based interventions aligned to the Ohio Learning Standards for Mathematics can look like in the classroom. A focus on English language arts and mathematics is critical because students must complete four units of mathematics and English language arts to graduate with a regular diploma. Students must also attempt to earn a required competency score on the English language arts II and Algebra 1/Integrated Mathematics 1 end of course exam.

Attendance sessions will cover universal, targeted, and intensive supports, as well as interventions. It is anticipated that these sessions will help districts get the large number of students who are missing 10% or more of instructional time during each grading period back on track for graduation.

Materials created by the State Personnel Development Grant Team related to development and implementation of tier 1, tier 2, and tier 3 supports will be used during the learning sessions on multi-tiered systems of support. Use of these materials will increase integration of state initiatives and assist districts in assigning and providing interventions to students who have been identified as at-risk.

Career advising sessions will foster increased career awareness and promote greater access to work experience, which are predictors of postsecondary 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.

Cohort 1 DLTs will participate in Establishing Families as Partners in the Secondary Transition Planning Process learning experience in spring and summer of 2024. 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.

Cohort 1 DLTs will participate in a quarterly community of practice facilitated by the Design and Implementation Team. The community of practice will allow peer-to-peer networking and problem-solving which will ultimately lead to self-sustaining project implementation.

Fiscal

A Memorandum of Understanding will be signed by the Department and the Cohort 1, 2 and 3 districts and State Support Teams 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 and 2 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 Postsecondary Success for Students with Disabilities (Mazzotti, et al., 2020); (NACT: C, 2021)

Provide a summary of each evidence-based practices.

Early Warning Systems Tool with research-based indicators and thresholds

The Department continues to develop the Early Warning System Tool and Progress Toward Graduation Reports. While these are being developed, Cohort 1 and 2 districts independently pulled early warning data from student information systems from January 2022-January 2023 and August 2023-January 2023, respectively, each quarterly grading period. Districts submitted data 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. Districts reported this information for the entire student body in Grades 9–12 and separately for students with disabilities.

Early Warning Intervention and Monitoring System integrated within the Ohio Improvement Process

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 Ohio Improvement Process. 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. Cohort 1 and 2 SST Implementation Teams were also provided with a coaching framework developed by Michael Siebersma to use when working with the districts. The framework 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.

Predictors of Postschool Success for Students with Disabilities

Each Child On Track activity is aligned to the essential program characteristics of the Predictors of Postschool Success for Students with Disabilities. Progress toward “Quality” implementation was self-reported by Cohort 1 and 2 DLTs and reported to the External Evaluation Team on a quarterly basis. Predictors and aligned SSIP activities are described below.

- Program of study is a research-based predictor of post-school employment. A program of study 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 address this essential program characteristic are related to adolescent literacy and mathematics support are 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 7th grade, 8th grade and high school 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 prepares students for a specific job or career at various levels from trade or craft positions to technical, business, or professional careers. Districts in the project 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. State Support Team 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. Each district in Ohio is required to have a career advising policy. Among many other areas, the policy addresses essential program characteristics within the career awareness and occupational course predictors. Districts within the project 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, districts within the project 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 also meet at least quarterly and include representatives from special education.
- Parent expectation is a research-based predictor of postschool employment. Students with disabilities who had parents who expected them to get a paid job were more likely to be engaged in post-school employment and education. Parent involvement is a promising indicator of post-school employment. It means active and knowledgeable participation in all aspects of transition planning. Interagency collaboration is a promising indicator of post-school education and employment 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 cohort 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. Participating 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. 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 individualized education programs 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 Cohort 1 and 2 DLTs to identify students who are at-risk of dropping out or not graduating with a regular diploma and proactively provide supports and interventions. These data can also be used to identify trends that can impact district and building policy and practices. Current early warning data are considered baseline data because districts are in the beginning stages of implementation during this reporting period.

Early Warning Intervention and Monitoring System integrated within the Ohio Improvement Process: Cohort 1 and 2 DLTs have been provided professional development and technical assistance regarding strategies to integrate EWIMS into the 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 Cohort 1 DLTs have had the most success implementing EWIMS Steps 1, 2, 3, and 7. Step 1 (establish roles and responsibilities) was the highest rated on average. Steps 4 (interpret early warning data), 5 (assign and provide interventions), and 6 (monitor students and interventions) were rated lower, suggesting that most teams have not yet begun analyzing early warning data for individual students, assigning students to interventions, and monitoring the progress of students in those interventions.

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 student with disabilities an 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 (e.g., 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 and lead to graduation with a regular diploma.
- Parent Expectations and Parent Involvement and Interagency Collaboration: Cohort 1 districts will participate in Establishing Families as Partners in the Secondary Transition Planning Process in spring 2023. 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 three of the six Cohort 1 districts disseminated climate surveys to families during the 2022–23 school year, and five of the six districts rated this indicator as "In Progress".
- 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 External Evaluation Team reviewed data from the Each Child On Track Expectation and Implementation Rubric and the EWIMS Fidelity Survey Results from Cohort 1 district teams during the 2022-2023 school year. Findings indicate that districts perceived the most growth related to their graduation policies, business advisory plans, and the use of an early warning system tool.

Describe the data collected to monitor fidelity of implementation and to assess practice change.

Each Child On Track Expectation and Implementation Rubric: To support districts with implementing the SSIP, the Department developed the Each Child On Track Expectations and Implementation Rubric. The rubric serves as a tool to document participating districts' completion of project expectations and the level of implementation for each completed expectation in the SSIP project. Districts complete the rubric each quarter, rating each of the 21 rubric indicators as "Needs Improvement," "In-Progress," or "Quality" and providing comments and justification for their ratings. The six Cohort 1 districts completed the rubric during Quarters 2, 3, and 4 of the 2022–23 school year. Ratings were coded as follows: Quality = 2, In-Progress = 1, Needs Improvement = 0. The overall average rating rose from .43 in Quarter 2 to .80 in Quarter 4, indicating an increase in the quality of implementation of the components listed in the rubric. The highest rated indicators in both quarters were "Team Meeting Participants" and "Meeting Schedule." The largest increases over the quarters were in "Business Advisory Plan" (.80 increase), "Early Warning System Tool" (.67 increase), and "Graduation Policy" (.67 increase). Overall, the data suggest moderate increases in the extent to which districts are meeting project expectations for implementing Each Child On Track. Despite the growth shown by Cohort 1 districts, ratings indicate that few indicators have reached the quality level described in the rubric.

EWIMS Fidelity Survey: Data indicates that implementation of EWIMS by building leadership teams was inconsistent during the 2022–2023 school year, particularly for implementing and monitoring interventions. SST Implementation Team members rated the implementation of each step of the EWIMS at participating schools using a 1 to 5 scale, where 1 represents "Low" implementation, 3 represents "Moderate" implementation, and 5 represents "High" implementation. Overall, results suggest that building leadership teams are in the beginning stages of EWIMS implementation, with most ratings between "Low" and "Moderate." This finding supports data gathered from other sources (e.g., district interviews, Capacity Surveys) indicating that most of the activity during Year 1 of Each Child On Track occurred at the district level rather than school level. Respondents indicated that schools have had the most success to date with implementing EWIMS Steps 1, 2, 3, and 7. Step 1 (establish roles and responsibilities) was the highest rated on average. Steps 4 (interpret early warning data), 5 (assign and provide interventions), and 6 (monitor students and interventions) were rated lower, suggesting that most teams have not yet begun analyzing early warning data for individual students, assigning students to interventions, and monitoring the progress of students in those interventions.

SST Implementation Team and District Leadership Team Capacity Surveys: The External Evaluation Team developed surveys for participating district and SST personnel to self-assess their team's capacity to lead Each Child On Track at the regional and district levels. Participants rated their team's capacity on a 0 to 6 scale using a rubric that provides descriptions of practices that would score 0, 2, 4, and 6. In addition to the ratings, participants were prompted to provide open-ended feedback about their team's professional development needs in each capacity area. Results from the SST Implementation Team Capacity Survey suggest that SST consultants felt that their teams' level of capacity was in the minimal to moderate range for most of the capacity indicators. SSTs felt most confident that they have an implementation team in place to lead Each Child On Track (average ratings of 4.5 for Cohort 1 and 4.39 for Cohort 2) and that the team has processes in place to use data for continuous improvement (average ratings of 4.5 for Cohort 1 and 3.72 for Cohort 2). The lowest rated indicators for both cohorts were "Planning for Scaling" (2.00 for Cohort 1 and 1.06 for Cohort 2), "Planning for Sustainability" (2.10 for Cohort 1 and 1.50 for Cohort 2), and "Engaging External Stakeholders" (2.00 for Cohort 1 and 1.89 for Cohort 2), indicating that SST consultants perceived their team as having minimal capacity in these areas. On the District Leadership Team Capacity Survey, respondents (n = 29 Cohort 1 participants) rated themselves lower on average for each capacity indicator than did SST consultants. Similar to SST consultants, district personnel provided the highest ratings for the implementation team (3.4) and Each Child On Track planning (3.3), and lowest ratings for engaging external stakeholders (1.0), planning for scaling (1.3), and planning for sustainability (1.4). Overall, these results indicate that Cohort 1 district personnel perceived their team's capacity as limited for five of the nine capacity indicators, suggesting a need to ensure that Each Child On Track professional development supports teams in these areas.

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 reviewed data from the Each Child On Track Expectation and Implementation Rubric and the EWIMS Fidelity Survey Results from Cohort 1 district teams during the 2022-2023 school year. Despite the growth shown by Cohort 1 districts, ratings indicate that few indicators have reached the quality level described in the rubric. Overall, the data suggest moderate increases in the extent to which districts are meeting project expectations for implementing Each Child On Track. Furthermore, findings from interviews with participants from SST Implementation Teams and DLTs demonstrated that Year 1 implementation activities focused largely on establishing the district implementation team and ensuring that the team included personnel with the necessary expertise. In addition, district personnel indicated that significant progress was made, with assistance from SST consultants, on building systems for collecting and using data to identify students who are "off track" for graduation. This progress included creating aligned data systems, becoming more systematic in merging data, and becoming more adept at using data to understand student needs. Both SST and district participants discussed how these activities helped build a strong foundation at the district level that will allow them to begin supporting building leadership teams and teacher-based teams in using data and implementing interventions for at-risk students in the coming year.

Provide a summary of the next steps for each evidence-based practices 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. As described throughout this report, the Department anticipates the Early Warning System Tool will be used during the next reporting period and each district EWS Tool will be fully populated to run early warning risk reports and Progress Toward Graduation Reports for all student in grades 9-12.

Early Warning Intervention and Monitoring System integrated within the Ohio Improvement Process

Cohort 1 and 2 DLTs will show progress toward implementing EWIMS Steps 4 (interpret early warning data), 5 (assign and provide interventions), and 6 (monitor students and interventions) thus beginning to analyze early warning data for individual students, assign students to interventions, and monitor 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.

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.

Changes were made to the SSIP activities, strategies, and timelines to address needs that were identified during the data collection throughout the first year of implementation. A description of these changes is provided in the section above related to “newly identified infrastructure strategies.” These changes will enhance project quality and therefore increase progress toward the SiMR.

Section C: Stakeholder Engagement

Description of Stakeholder Input

The Ohio Department of Education and Workforce (DEW) 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 DEW 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 ODE’s special education target setting webpage (<https://education.ohio.gov/Topics/Special-Education/Special-Education-Indicator-Target-Setting>). The DEW 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 DEW 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 DEW 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 DEW’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%) of these comments were from individuals who self-identified as parents. Forty-seven people expressed interest in the virtual stakeholder group, thirteen (27.66%) of which self-identified as parents.

During the public comment period, the DEW 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 DEW sent invitations to participate in the virtual stakeholder group in November 2021. The DEW 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%) to individuals who self-identified as parents.

The DEW 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%) 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 DEW 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 DEW 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 DEW updated the agency webpage with the revised targets and notified stakeholders through an EdConnection article in January 2023.

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 each cohort,
- Development and implementation of professional learning for SST Implementation Teams,
- Strategies to engage families in developing and monitoring Graduation Plans and Student Success Plans,
- Supporting district selection of effective evidence-based strategies.

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 provides feedback to the department on aspects of implementation. SST Directors receive information and data on districts recommended for participation in Each Child On Track and provide feedback to the Department on the feasibility of recruiting the proposed district(s) in their perspective region. In some cases, the directors may recommend another district based on their knowledge of the district's infrastructure, school improvement status or the district's working relationship with the SST. SST Directors were engaged in a process to identify, recruit, and select districts for Cohort 1 and Cohort 2. The Department engaged SST Directors in a similar process during their meeting in December 2023. The Directors reviewed a list of three to five districts and community schools in their respective region who met the selection criteria. The Directors will review the list of potential districts with their staff, contact districts to determine the district's capacity and willingness to participate in the project. Directors will examine the SST's capacity to serve the interested district(s) and will recommend the selected district to the Department by January 30, 2024.

Professional Learning for SST Implementation Teams. The Department shared with the SST Directors the results of the SST Capacity survey and feedback from SST implementation teams related to their identified needs in the project related content areas, such as mathematics, adolescent literacy, multi-tiered systems of support and alignment to the district school improvement process. SST Directors explored these findings and recommended that the Department develop professional learning opportunities to address the needs identified by the SST implementation teams.

Engaging Families. The State Advisory Panel is a diverse committee representing parents of students with disabilities, individuals with disabilities and agency representatives. Currently SAPEC has 41 members with 23 parents of students with disabilities or individuals with disabilities. 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 engaged with SAPEC to discuss Ohio's requirements for developing and monitoring Graduation Plans and Student Success Plans. The panel members discussed the requirements and provided multiple recommendations such as:

- Professional development for more staff, parents, and students
- Incorporating procedures in the IEP process and parent meetings
- Disseminating more information to increase awareness
- Providing incentives for families

Support for professional learning and interventions. The Department convened the external stakeholder group in fall 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 district representatives from Cohort 1 and Cohort 2.

During the first team meeting, the Department and external evaluator provided a brief overview of the project components, implementation activities and summarized evaluation findings and lessons learned. Suggestions from the External Stakeholder Team stressed working on aligning Each Child On Track with other state initiatives, such as "Stay in the Game Network" for attendance. The team emphasized the importance of enabling districts to connect at-risk students with a trusted adult.

The External Stakeholder Team will meet in January 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, through whole group discussion (virtual or in person meetings), and individual information sharing tools, i.e., 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. SSIP updates are a standing item on the SST Directors agenda. When specific feedback from directors is needed, a facilitated discussion is planned. The process may incorporate small group discussions allowing department staff to participate in “focused” dialogue to solicit feedback on project activities. Other tools such as a virtual note-taking and brainstorming tools may be incorporated allowing participants to document their responses to key questions, seek clarifications about specific data or generate recommendations, improvement strategies and share overall reactions.

The Department utilized results of project evaluation data and lessons learned to establish a broad, diverse stakeholder group. The External Stakeholder Team convened their first meeting in December 2023 and will meet at least quarterly. This stakeholder team will be dedicated to supporting 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 1 and Cohort 2 district representative.

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 OCALI and institutions of higher education. The newsletter communicates information about new initiatives, provides project updates about professional learning opportunities and scheduled events and 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 and Success Stories highlighting districts' success with building the district's 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. 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 is adding prompts to the Expectation and Implementation Rubric asking not only did districts collect family and student feedback via surveys, focus groups, etc., but also to explain how the information was used to inform district actions. Additionally, project leadership and the External Evaluation Team will review the action planning activities that Cohort 1 districts will develop in the spring 2024 Establishing Families as Partners in the Secondary Transition Planning Process learning series to ensure district plans include strategies to include families and students in the development of supports and interventions to keeps all students, including those with disabilities, on track to earn a regular diploma. 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 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.

The External Evaluation Team identified the following implementation barriers through interviews with district and SST personnel as well as through survey feedback.

- Challenges accessing and managing student data as part of an early warning system. Several of the Cohort 1 districts struggled with accessing quality student-level data to identify students who were off track each quarter. Common issues included lack of consistent definitions for data elements, data systems that were siloed, and responsibility for data collection falling to one person. To address this barrier, the Department will support districts with using the new Early Warning Systems Tool when it is available. In addition, the Department has begun additional training and support in data collection and data use through a workgroup format.
- Need for additional professional development. Evaluation results identified several areas in which SST and district personnel need ongoing support, including multi-tiered systems of support, mathematics, data use, and college and career readiness. The Design and Implementation Team has begun addressing these needs through the creation of content-specific workgroups, including workgroups focused on data use, career advising and graduation planning, adolescent literacy, mathematics, and multi-tiered systems of support.

Provide additional information about this indicator (optional).

17 - Prior FFY Required Actions

None

17 - OSEP Response

17 - Required Actions

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:

Director Office for Exceptional Children

Email:

johannah.ward@education.ohio.gov

Phone:

614-752-1378

Submitted on:

04/25/24 1:35:36 PM

Determination Enclosures

RDA Matrix

Ohio 2024 Part B Results-Driven Accountability Matrix

Results-Driven Accountability Percentage and Determination (1)

Percentage (%)	Determination
75.00%	Needs Assistance

Results and Compliance Overall Scoring

Section	Total Points Available	Points Earned	Score (%)
Results	20	11	55.00%
Compliance	20	19	95.00%

(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 2024: Part B."

2024 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		
Percentage of Children with Disabilities Participating in Statewide Assessment	Grade 8		
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 4	19%	0
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 4	85%	1
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 8	29%	1
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 8	92%	1

Math Assessment Elements

Math Assessment Elements	Grade	Performance (%)	Score
Percentage of Children with Disabilities Participating in Statewide Assessment	Grade 4		
Percentage of Children with Disabilities Participating in Statewide Assessment	Grade 8		
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 4	36%	0
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 4	94%	1
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 8	18%	1
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 8	95%	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	19	1
Percentage of Children with Disabilities who Graduated with a Regular High School Diploma**	69	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.”

2024 Part B Compliance Matrix

Part B Compliance Indicator (3)	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY 2021 (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.	0.12%	YES	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	4.70%	NO	2
Indicator 11: Timely initial evaluation	99.46%	NO	2
Indicator 12: IEP developed and implemented by third birthday	95.05%	NO	2
Indicator 13: Secondary transition	99.96%	YES	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/2024_Part-B_SPP-APR_Measurement_Table.pdf

(4) This column reflects full correction, which is factored into the scoring only when the compliance data are >=5% and <10% for Indicators 4B, 9, and 10, and >=90% and <95% for Indicators 11, 12, and 13.

Data Rubric

Ohio

FFY 2022 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

APR Score Calculation

Subtotal	21
Timely Submission Points - If the FFY 2022 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) =	26

(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: 8/30/23	1	1	1	3
Personnel Due Date: 2/21/24	1	1	1	3
Exiting Due Date: 2/21/24	1	1	1	3
Discipline Due Date: 2/21/24	1	1	1	3
State Assessment Due Date: 1/10/24	1	1	1	3
Dispute Resolution Due Date: 11/15/23	1	1	1	3
MOE/CEIS Due Date: 5/3/23	1	1	1	3

618 Score Calculation

Subtotal	21
Grand Total (Subtotal X 1.23809524) =	26.00

(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 1.23809524 points is 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	26
B. 618 Grand Total	26.00
C. APR Grand Total (A) + 618 Grand Total (B) =	52.00
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	52.00
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 1.23809524.

APR and 618 -Timely and Accurate State Reported Data

DATE: February 2024 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 the table below).

618 Data Collection	EDFacts Files/ EMAPS Survey	Due Date
Part B Child Count and Educational Environments	C002 & C089	8/30/2023
Part B Personnel	C070, C099, C112	2/21/2024
Part B Exiting	C009	2/21/2024
Part B Discipline	C005, C006, C007, C088, C143, C144	2/21/2024
Part B Assessment	C175, C178, C185, C188	1/10/2024
Part B Dispute Resolution	Part B Dispute Resolution Survey in <i>EMAPS</i>	11/15/2023
Part B LEA Maintenance of Effort Reduction and Coordinated Early Intervening Services	Part B MOE Reduction and CEIS Survey in <i>EMAPS</i>	5/3/2023

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 submitted to *EDFacts* aligns with the metadata survey responses provided by the state in the State Supplemental Survey IDEA (SSS IDEA) and Assessment Metadata survey in *EMAPS*. 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: 2022-23

A zero count should be used when there were no events or occurrences to report in the specific category for the given reporting period. Check "Missing" if the state did not collect or could not report a count for the specific category. Please provide an explanation for the missing data in the comment box at the top of the page.

Section A: Written, Signed Complaints

(1) Total number of written signed complaints filed.	249
(1.1) Complaints with reports issued.	139
(1.1) (a) Reports with findings of noncompliance	27
(1.1) (b) Reports within timelines	132
(1.1) (c) Reports within extended timelines	7
(1.2) Complaints pending.	0
(1.2) (a) Complaints pending a due process hearing.	0
(1.3) Complaints withdrawn or dismissed.	110

Section B: Mediation Requests

(2) Total number of mediation requests received through all dispute resolution processes.	250
(2.1) Mediations held.	193
(2.1) (a) Mediations held related to due process complaints.	40
(2.1) (a) (i) Mediation agreements related to due process complaints.	30
(2.1) (b) Mediations held not related to due process complaints.	153
(2.1) (b) (i) Mediation agreements not related to due process complaints.	133
(2.2) Mediations pending.	2
(2.3) Mediations withdrawn or not held.	55

Section C: Due Process Complaints

(3) Total number of due process complaints filed.	81
(3.1) Resolution meetings.	19
(3.1) (a) Written settlement agreements reached through resolution meetings.	19
(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.	7
(3.4) Due process complaints withdrawn or dismissed (including resolved without a hearing).	71

Section D: Expedited Due Process Complaints (Related to Disciplinary Decision)

(4) Total number of expedited due process complaints filed.	10
(4.1) Expedited resolution meetings.	3
(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.	1
(4.4) Expedited due process complaints withdrawn or dismissed.	9

State Comments:

Errors:

Please note that the data entered result in the following relationships which violate edit checks:

State error comments:

This report shows the most recent data that was entered by:

Ohio

These data were extracted on the close date:

11/15/2023

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 2024 will be posted in June 2024. 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 21, 2024

Honorable Christopher Woolard
Interim Superintendent
Ohio Department of Education
25 South Front Street
Columbus, OH 43215

Dear Interim Superintendent Woolard:

I am writing to advise you of the U.S. Department of Education's (Department) 2024 determination under Section 616 of the Individuals with Disabilities Education Act (IDEA). The Department has determined that Ohio needs assistance in implementing the requirements 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) 2022 State Performance Plan/Annual Performance Report (SPP/APR), other State-reported data, and other publicly available information.

Ohio's 2024 determination is based on the data reflected in its "2024 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 2024: Part B](#)" (HTDMD).

The Office of Special Education Programs (OSEP) is continuing to use both results data and compliance data in making determinations in 2024, as it did for Part B determinations in 2014-2023. (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 2024, OSEP continued to use results data related to:

- (1) the participation and performance of CWD on the most recently administered (school year 2021-2022) National Assessment of Educational Progress (NAEP), as applicable (For the 2024 determinations, OSEP using results data on the participation and performance of children with disabilities on the NAEP for the 50 States, the District of Columbia, and Puerto Rico. OSEP used the available NAEP data for Puerto Rico in making Puerto Rico's 2024 determination as it did for Puerto Rico's 2023 determination. OSEP did not use NAEP data in making the BIE's 2024 determination because the NAEP data available for the BIE were not comparable to the NAEP data available for the 50 States, the District of Columbia, and Puerto Rico; specifically, the most recently administered NAEP for the BIE is 2019, whereas the most recently administered NAEP for the 50 States, the District of Columbia, and Puerto Rico is 2022.)
- (2) the percentage of CWD who graduated with a regular high school diploma; and
- (3) the percentage of CWD who dropped out.

For the 2024 IDEA Part B determinations, OSEP also considered participation of CWD on Statewide assessments (which include the regular assessment and the alternate assessment). While the participation rates of CWD on Statewide assessments were a factor in each State or Entity's 2024 Part B Results Matrix, no State or Entity received a Needs Intervention determination in 2024 due solely to this criterion. However, this criterion will be fully incorporated beginning with the 2025 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 17, 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.

You will also find the following important documents in the Determinations Enclosures section:

- (1) Ohio's RDA Matrix;
- (2) the HTDMD [link](#);

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- (3) "2024 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 2022-2023," 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 2024 determination is Needs Assistance. A State's or Entity's 2024 RDA Determination is Needs Assistance if the RDA Percentage is at least 60% but less than 80%. A State or Entity's determination would also be Needs Assistance if its RDA Determination percentage is 80% or above but the Department has imposed Specific Conditions on the State's or Entity's last three IDEA Part B grant awards (for FFYs 2021, 2022, and 2023), and those Specific Conditions are in effect at the time of the 2024 determination.

IDEA determinations provide an opportunity for all stakeholders to examine State data as that data relate to improving outcomes for infants, toddlers, children, and youth with disabilities. The Department encourages stakeholders to review State SPP/APR data and other available data as part of the focus on improving equitable outcomes for infants, toddlers, children, and youth with disabilities. Key areas the Department encourages State and local personnel to review are access to high-quality intervention and instruction; effective implementation of individualized family service plans (IFSPs) and individualized education programs (IEPs), using data to drive decision-making, supporting strong relationship building with families, and actively addressing educator and other personnel shortages.

For 2025 and beyond, the Department is considering three criteria related to IDEA Part B determinations as part of the Department's continued efforts to incorporate equity and improve results for CWD. First, the Department is considering as a factor OSEP-identified longstanding noncompliance (i.e., unresolved findings issued by OSEP at least three or more years ago). This factor would be reflected in the determination for each State and Entity through the "longstanding noncompliance" section of the Compliance Matrix beginning with the 2025 determinations. In implementing this factor, the Department is also considering beginning in 2025 whether a State or Entity that would otherwise receive a score of Meets Requirements would not be able to receive a determination of Meets Requirements if the State or Entity had OSEP-identified longstanding noncompliance (i.e., unresolved findings issued by OSEP at least three or more years ago). Second, the Department is considering as potential additional factors the improvement in proficiency rates of CWD on Statewide assessments. Third, the Department is considering whether and how to continue including in its determinations criteria the participation and proficiency of CWD on the NAEP.

For the FFY 2023 SPP/APR submission due on February 1, 2025, OSEP is providing the following information about the IDEA Section 618 data. The 2023-24 IDEA Section 618 Part B data submitted as of the due date will be used for the FFY 2023 SPP/APR and the 2025 IDEA Part B Results Matrix and States and Entities will not be able to resubmit their IDEA Section 618 data after the due date. The 2023-24 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 EDPass or EMAPS 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 2022 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,

Valerie C. Williams

Director

Office of Special Education Programs

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