

Indicator 5: School-age Least Restrictive Environment Fact Sheet

WHAT DOES THIS INDICATOR MEASURE?

Indicator 5 measures the percentage of children with Individualized Education Programs (IEPs) age 5 who are enrolled in kindergarten and ages 6 through 21 served:

a) **Inside a regular class 80% or more of the day**

To calculate indicator 5a:

- (1) Take the number of children with IEPs age 5 who are enrolled in kindergarten and ages 6-21 served inside the regular class 80% or more of the day;
- (2) Divide that number by the number of students age 5 who are enrolled in kindergarten and ages 6-21 with IEPs;
- (3) The result is the percentage of children with IEPs who are enrolled in kindergarten and ages 6-21 served inside the regular class 80% or more of the day.

b) **Inside the regular class less than 40% of the day**

To calculate indicator 5b:

- (1) Take the number of children with IEPs age 5 who are enrolled in kindergarten and ages 6-21 served inside the regular class less than 40% of the day;
- (2) Divide that number by the number of students age 5 who are enrolled in kindergarten and ages 6-21 with IEPs;
- (3) The result is the percentage of children with IEPs who are enrolled in kindergarten and ages 6-21 served inside the regular class less than 40% of the day.

c) **In separate schools, residential facilities, or homebound/hospital placements**

To calculate indicator 5c:

- (1) Take the number of children with IEPs age 5 who are enrolled in kindergarten and ages 6-21 served in separate settings;
- (2) Divide that number by the number of students age 5 who are enrolled in kindergarten and ages 6-21 with IEPs;
- (3) The result is the percentage of children with IEPs who are enrolled in kindergarten and ages 6-21 served in separate settings.

WHAT ARE THE DATA CONSIDERATIONS?

Data Source

Data are collected from the Education Management Information System (EMIS) Child Count, reflecting the Oct. 31 headcount conducted by each district. The Department reports the data for the annual federal Child Count.

How has this Indicator Changed?

Beginning with the 2020-2021 school year, states must report 5-year-old children with disabilities who are enrolled in kindergarten in this indicator instead of indicator 6, which measures preschool environments. Five-year-old children who are enrolled in preschool programs still are included in indicator 6.

Data Notes

1. Students count with their legal district of residence regardless of where their services are provided.
2. Indicator 5 targets are based on state-level data and may not appropriately reflect the least restrictive environment needs of the students with disabilities at each district. The Individuals with Disabilities Education Act (IDEA) requires a full continuum of placement options to be available for students with disabilities based on individual needs.
3. Children in separate schools attend education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in public or private separate schools. This may include children placed in:

- a. public and private day schools for students with disabilities
- b. public and private day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day
- c. public and private residential facilities if the student does not live at the facility

WHAT ARE THE PROGRAMMATIC CONSIDERATIONS?

1. In March 2021, the Office for Exceptional Children released [Each Child Means Each Child: Ohio's Plan to Improve Learning Experiences and Outcomes for Students with Disabilities](#). This plan includes the anticipated development and implementation of an integrated model for a statewide multi-tiered system of supports (MTSS) that may result in more inclusive placements and a less restrictive environment for students with disabilities.
2. The [Special Education Profile](#) notifies districts of key performance on indicators. Each of the indicators has a review process monitored by the Office for Exceptional Children. The monitoring process for disproportionality in identification and placement encourages systemic improvement through required activities that include a reflective process, data-driven root cause analysis, focused training, review of policies, practices and procedures, and implementation monitoring. Districts completing this process receive support from the Office for Exceptional Children and their state support teams.
3. Ohio has 16 regional state support teams that provide tiered supports to district leaders and educators. Some of the current and planned supports include focus on a MTSS, internal monitoring, guidance, resources and technical assistance on least restrictive environment, and Universal Supports in the Learning Modules System.
4. The Ohio Center for Autism and Low Incidence (OCALI) has developed extensive resources for teaching professionals and parents. Through OCALI's webpage for Teaching Diverse Learners Center, there are learning opportunities available via InspirED Zoomcasts, Planning for Diverse Learners modules and a Least Restrictive Environment video. Its new website, [Ensuring Access to the General Curriculum for ALL Learners](#), just launched a series of videos emphasizing language and literacy.
5. In June 2021, the Office for Exceptional Children released the *11 District Plan* in response to the [Doe Settlement](#). This plan outlines increased supports from the Ohio Department of Education for students with disabilities in 11 targeted districts. However, the resources and other supports developed will be available statewide and therefore accessible to any district. In 2019-2020, the 11 Districts included 15.7% of Ohio's students with disabilities and 12.12% of all Ohio's students. Objectives within the plan that may impact least restrictive environments for students with disabilities include universal design for learning (UDL), assistive technology, a MTSS and the deployment of training and coaching to implement and sustain initiatives with an emphasis on inclusive environments and student achievement.

HOW HAS OHIO PERFORMED COMPARED TO THE NATION?

Indicator 5: School-Age Environments (2019-2020)

■ Ohio ■ United States

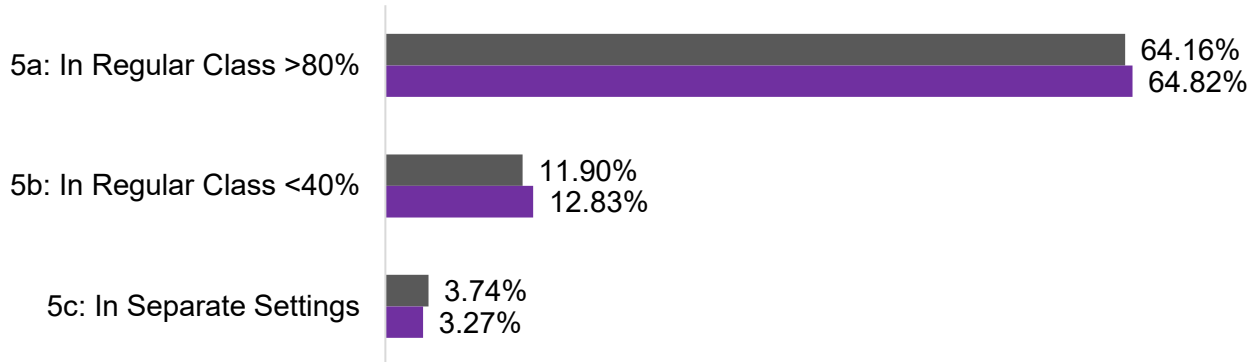


Figure 1. Compared to the United States in 2019-2020, Ohio had a lower percentage of school-age students with disabilities served in the regular class 80% or more of the day and less than 40% of the day, while more students in Ohio were served in separate settings.

Table 1. Numbers and percentages of school-age students with disabilities who are served in the regular class 80% or more of the day and less than 40% of the day in Ohio and the United States and the percentage difference between Ohio and the United States.

Indicator 5: School-age Environments (2019-2020)	Ohio	United States	Percentage Difference
5a: Students with disabilities ages 6-21 in regular class >80%	158,974	4,253,286	n/a
5b: Students with disabilities ages 6-21 in regular class <40%	29,481	841,833	n/a
5c: Students with disabilities ages 6-21 in separate settings	9,259	214,309	n/a
Total students with disabilities ages 6-21	247,780	6,561,998	n/a
5a: % of students with disabilities ages 6-21 in regular class >80%	64.16%	64.82%	-0.66%
5b: % of students with disabilities ages 6-21 in regular class <40%	11.90%	12.83%	-0.93%
5c: % of students with disabilities ages 6-21 in separate settings	3.74%	3.27%	+0.47%

For indicator 5a, the goal is to increase the percentage over time.

- Ohio is slightly below the nation as a whole (64.16% compared to 64.82%) in the rate of students with disabilities served inside the regular class ≥80% of the day.

For indicator 5b, the goal is to decrease the percentage over time.

- Ohio outperforms the nation (11.9% compared to 12.83%) in the rate of students with disabilities served inside the regular class <40% of the day.

For indicator 5c, the goal is to decrease the percentage over time.

- Ohio is slightly behind the nation as a whole (3.74% compared to 3.27%) in the rate of students with disabilities served in separate schools, residential facilities or homebound/hospital placements.

HOW HAS OHIO PERFORMED OVER TIME ON INDICATOR 5A?

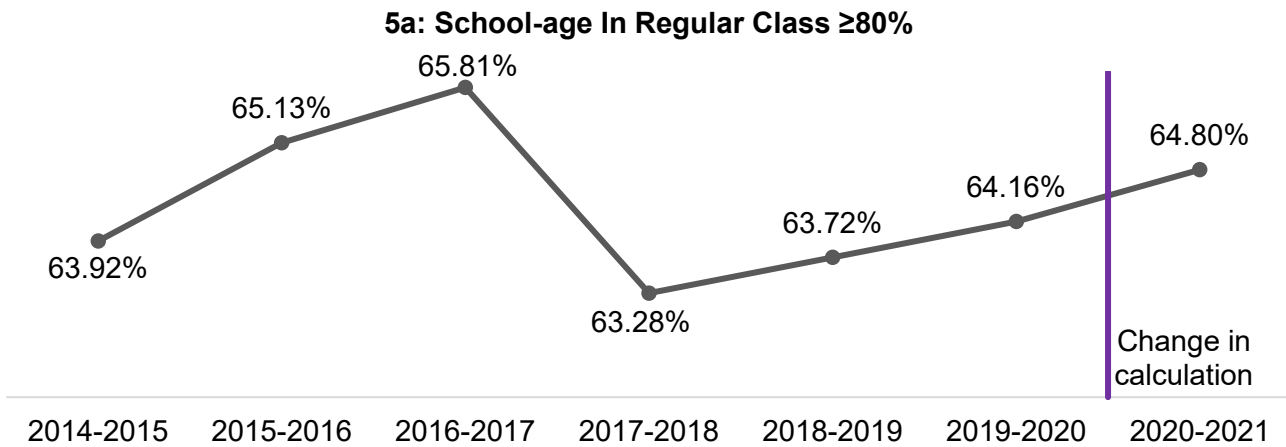


Figure 2. Ohio’s percentage of school-age students with disabilities served inside the regular class 80% or more of the day increased from 63.92% in 2014-2015 to 65.81% in 2016-2017, decreased to 63.28% in 2017-2018, then steadily increased over three years to 64.8% in 2020-2021. Beginning in 2020-2021, this calculation includes 5-year-old students with disabilities enrolled in kindergarten.

Table 2. Numbers and percentages of school-age students with disabilities served in the regular class 80% or more of the day and the percentage difference from 2014-2015 through 2020-2021. Beginning in 2020-2021, this calculation includes 5-year-old students with disabilities enrolled in kindergarten.

Inside Regular Class $>$ 80%	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Students with disabilities ages 6-21 in regular class $>$ 80%	142,202	144,493	148,475	152,762	155,893	158,974	163,282
Total students with disabilities ages 6-21	222,457	221,845	225,621	241,423	244,671	247,780	251,970
Percentage of students with disabilities in regular class $>$ 80%	63.92%	65.13%	65.81%	63.28%	63.72%	64.16%	64.80%
Percentage difference	n/a	+1.21%	+0.68%	-2.53%	+0.44%	+0.44%	+0.64%

HOW HAS OHIO PERFORMED IN RELATION TO THE TARGETS ON INDICATOR 5A?

The graphs below depict Ohio's performance over time in relation to the state targets.

- The bars in each graph indicate Ohio's performance for each year. Red bars with horizontal stripes mean Ohio did not meet the target for that year. Green bars with vertical stripes mean Ohio met the target for that year.
- The dotted black line in each graph depicts the state target for each year.
- The table below each graph calculates the difference between the state target and Ohio's performance.

For indicator 5a, the goal is to be at or above the target.

5a: School-age In Regular Class $\geq 80\%$

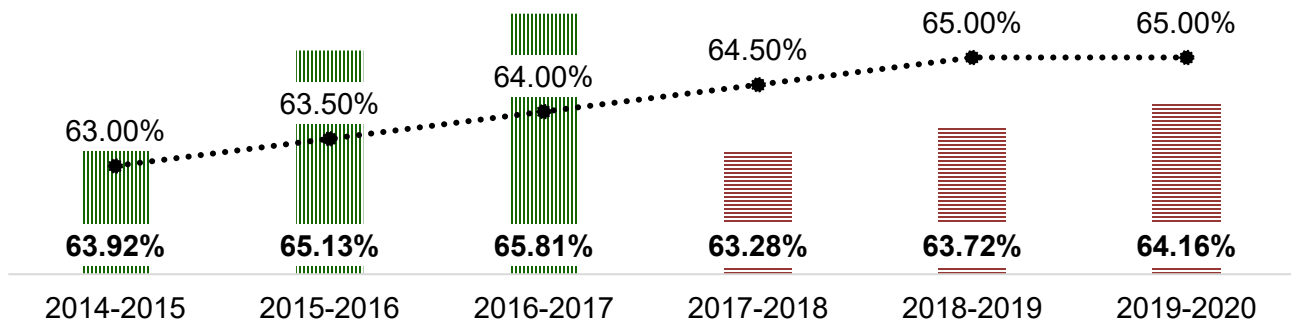


Figure 3. Ohio's percentage of school-age students with disabilities served inside the regular class 80% or more of the day increased from 63.92% in 2014-2015 to 65.81% in 2016-2017, meeting the target each of these three years. Ohio's performance then decreased to 63.28% in 2017-2018 and increased again over two years to 64.16% in 2019-2020, not meeting the target each of these three years.

Table 3. Percentage difference between the state target and Ohio's performance for the number of students with disabilities who were served in a regular classroom setting 80% or more of the day. The goal for indicator 5a is to be at or above the target. Positive difference numbers indicate the state was above the target for that year and met the target. Negative difference numbers indicate the state was below the target for that year and did not meet the target.

Data Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Difference between state target and Ohio's performance	0.92%	1.63%	1.81%	-1.22%	-1.28%	-0.84%

PROPOSED TARGETS – INDICATOR 5A: SCHOOL-AGE INSIDE REGULAR CLASS ≥80%

- Targets should be rigorous, yet attainable.
- Targets may remain the same several years in a row, though the final target year (2025-2026) must reflect improvement over baseline.
- The goal for indicator 5a is to be at or above the target.

Table 4. Proposed Target Table Option A – Indicator 5a: School-age Inside Regular Class ≥80%

Indicator 5a: School-age In Regular Class ≥80%	2020-2021 Baseline	2020-2021 Proposed Target	2021-2022 Proposed Target	2022-2023 Proposed Target	2023-2024 Proposed Target	2024-2025 Proposed Target	2025-2026 Proposed Target
5a: Percentage of school-age students with disabilities in regular class ≥80%	64.80%	64.80%	65.00%	65.00%	65.25%	65.50%	66.00%

Option A Rationale – Indicator 5a: School-age Inside Regular Class ≥80%

- The end goal of 66% represents 0.19% more growth than previously has been attained, while maintaining reasonable incremental growth over time in light of programmatic considerations.
- In comparison to Ohio’s 2020-2021 performance, meeting the final target of 66% by 2025-2026 will require **3,018** more school-age children with disabilities to be served inside the regular class 80% or more of the day.

Table 5. Proposed Target Table Option B – Indicator 5a: School-age Inside Regular Class ≥80%

Indicator 5a: School-age In Regular Class ≥80%	2020-2021 Baseline	2020-2021 Proposed Target	2021-2022 Proposed Target	2022-2023 Proposed Target	2023-2024 Proposed Target	2024-2025 Proposed Target	2025-2026 Proposed Target
5a: Percentage of school-age students with disabilities in regular class ≥80%	64.80%	64.80%	65.00%	66.00%	67.00%	68.00%	69.00%

Option B Rationale – Indicator 5a: School-age Inside Regular Class ≥80%

- Option B is a more rigorous option in comparison to Option A.
- Data show that more than 1% of growth per year previously has been attained. The anticipated development and implementation of an integrated model for a statewide multi-tiered system of support may result in more inclusive placements and a less restrictive environment for students with disabilities over time.
- In comparison to Ohio’s 2020-2021 performance, meeting the final target of 69% by 2025-2026 will require **10,577** more school-age children with disabilities across Ohio to be served inside the regular class 80% or more of the day.

HOW HAS OHIO PERFORMED OVER TIME ON INDCIATOR 5B?

5b: School-age In Regular Class <40.00%

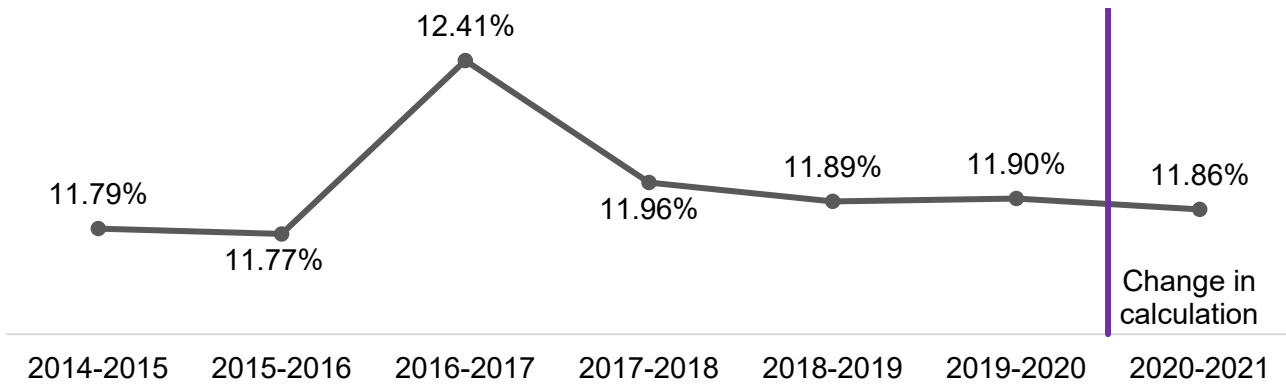


Figure 4. Ohio’s percentage of school-age students with disabilities served inside the regular class less than 40% of the day increased from 11.79% to 11.86% over six years with some variation. Beginning in 2020-2021, this calculation includes 5-year-old students with disabilities enrolled in kindergarten.

Table 6. Numbers and percentages of school-age students with disabilities served in the regular class less than 40% of the day and the percentage difference from 2014-2015 through 2020-2021. Beginning in 2020-2021, this calculation includes 5-year-old students with disabilities enrolled in kindergarten.

Inside Regular Class <40%	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Students with disabilities ages 6-21 in regular class <40%	26,218	26,104	27,989	28,883	29,101	29,481	29,892
Total students with disabilities ages 6-21	222,457	221,845	225,621	241,423	244,671	247,780	251,970
Percentage of students with disabilities in regular class <40%	11.79%	11.77%	12.41%	11.96%	11.89%	11.90%	11.86%
Percentage difference	n/a	-0.02%	+0.64%	-0.45%	-0.07%	+0.01%	-0.04%

HOW HAS OHIO PERFORMED IN RELATION TO THE TARGETS ON INDICATOR 5B?

The graphs below depict Ohio's performance over time in relation to the state targets.

- The bars in each graph indicate Ohio's performance for each year. Red bars with horizontal stripes mean Ohio did not meet the target for that year. Green bars with vertical stripes mean Ohio met the target for that year.
- The dotted black line in each graph depicts the state target for each year.
- The table below each graph calculates the difference between the state target and Ohio's performance.

For indicator 5b, the goal is to be at or below the target.

5b: School-age In Regular Class <40%

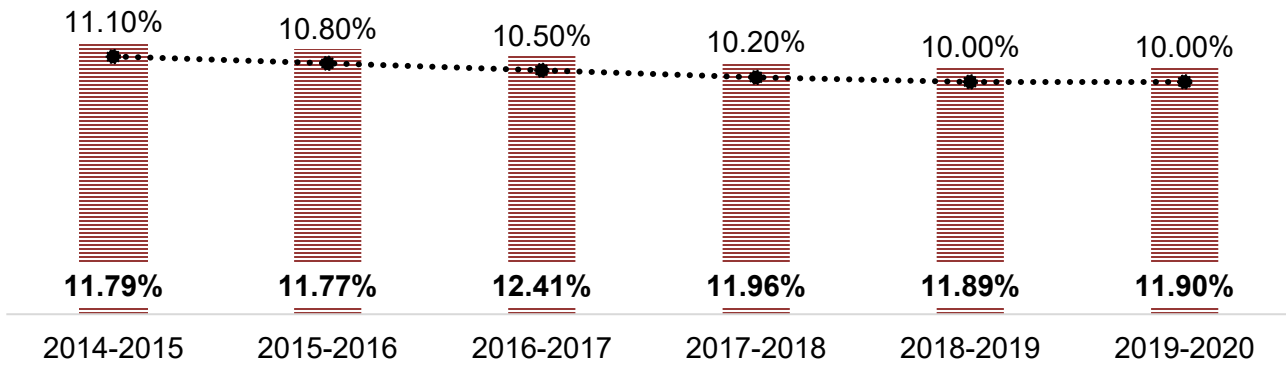


Figure 5. Ohio has not met the target for the percentage of school-age students with disabilities served inside the regular class less than 40% of the day for the last six years. Ohio's performance has remained relatively steady right around 12% from 2014-2015 through 2019-2020.

Table 7. Percentage difference between the state target and Ohio's performance for the number of students with disabilities who were served in a regular classroom setting less than 40% of the day. The goal for indicator 5b is to be at or below the target. Positive difference numbers indicate the state was above the target for that year and did not meet the target. Negative difference numbers indicate the state was below the target for that year and did meet the target.

Data Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Difference between state target and Ohio's performance	0.69%	0.97%	1.91%	1.76%	1.89%	1.90%

PROPOSED TARGETS – INDICIATOR 5B: SCHOOL-AGE INSIDE REGULAR CLASS <40%

- Targets should be rigorous, yet attainable.
- Targets may remain the same several years in a row, though the final target year (2025-2026) must reflect improvement over baseline.
- The goal for indicator 5b is to be at or below the target.

Table 8. Proposed Target Table Option A – Indicator 5b: School-age Inside Regular Class <40%

Indicator 5b: School-age In Regular Class <40%	2020-2021 Baseline	2020-2021 Proposed Target	2021-2022 Proposed Target	2022-2023 Proposed Target	2023-2024 Proposed Target	2024-2025 Proposed Target	2025-2026 Proposed Target
5b: Percentage of school-age students with disabilities in regular class <40%	11.86%	11.86%	11.80%	11.70%	11.60%	11.50%	11.40%

Option A Rationale – Indicator 5b: School-age Inside Regular Class <40%

- The end goal of 11.4% represents 0.37% more progress than previously has been attained, while maintaining reasonable incremental reductions over time in light of programmatic considerations.
- In comparison to Ohio’s 2020-2021 performance, meeting the final target of 11.4% by 2025-2026 will require **1,167** school-age children with disabilities across Ohio to move to less restrictive environments.

Table 9. Proposed Target Table Option B – Indicator 5b: School-age Inside Regular Class <40%

Indicator 5b: School-age In Regular Class <40%	2020-2021 Baseline	2020-2021 Proposed Target	2021-2022 Proposed Target	2022-2023 Proposed Target	2023-2024 Proposed Target	2024-2025 Proposed Target	2025-2026 Proposed Target
5b: Percentage of school-age students with disabilities in regular class <40%	11.86%	11.86%	11.80%	11.75%	11.50%	11.25%	11.00%

Option B Rationale – Indicator 5b: School-age Inside Regular Class <40%

- Option B is a more rigorous option in comparison to Option A.
- With additional strategies and supports in place, 11% may be an appropriate target by 2025-2026.
- In comparison to Ohio’s 2020-2021 performance, meeting the final target of 11% by 2025-2026 will require **2,163** school-age children with disabilities across Ohio to move to less restrictive environments.

HOW HAS OHIO PERFORMED OVER TIME ON INDICATOR 5C?

5c: School-age Separate Settings

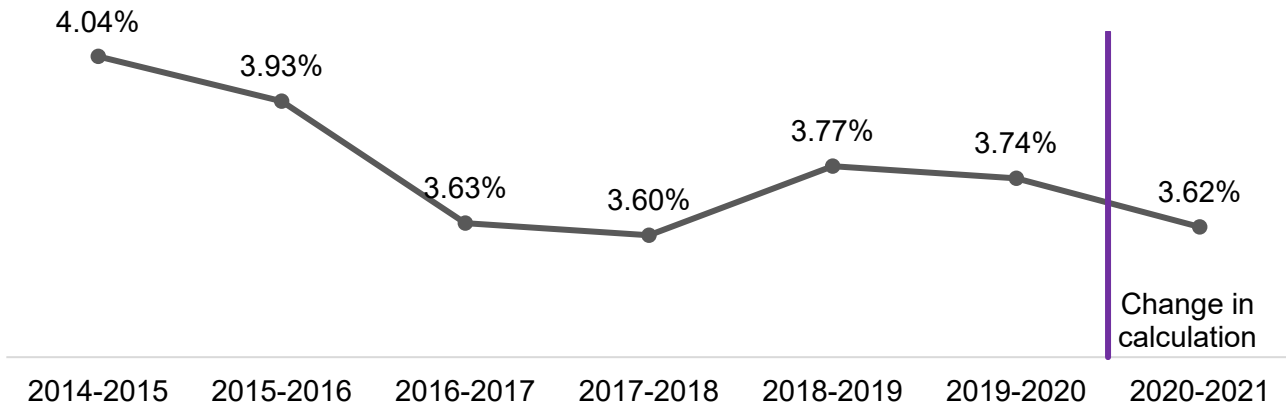


Figure 6. Ohio’s percentage of school-age students with disabilities served in separate settings decreased from 4.04% to 3.62% over six years. Beginning in 2020-2021, this calculation includes 5-year-old students with disabilities enrolled in kindergarten.

Table 10. Numbers and percentages of school-age students with disabilities served in separate settings and the percentage difference from 2014-2015 through 2020-2021. Beginning in 2020-2021, this calculation includes 5-year-old students with disabilities enrolled in kindergarten.

Separate Settings	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Students with disabilities ages 6-21 in separate settings	8,984	8,723	8,185	8,680	9,235	9,259	9,111
Total students with disabilities ages 6-21	222,457	221,845	225,621	241,423	244,671	247,780	251,970
Percentage of students with disabilities in separate settings	4.04%	3.93%	3.63%	3.60%	3.77%	3.74%	3.62%
Percentage difference	n/a	-0.11%	-0.30%	-0.03%	+0.17%	-0.03%	-0.12%

HOW HAS OHIO PERFORMED IN RELATION TO THE TARGETS ON INDICATOR 5C?

The graphs below depict Ohio's performance over time in relation to the state targets.

- The bars in each graph indicate Ohio's performance for each year. Red bars with horizontal stripes mean Ohio did not meet the target for that year. Green bars with vertical stripes mean Ohio met the target for that year.
- The dotted black line in each graph depicts the state target for each year.
- The table below each graph calculates the difference between the state target and Ohio's performance.

For indicator 5c, the goal is to be at or below the target.

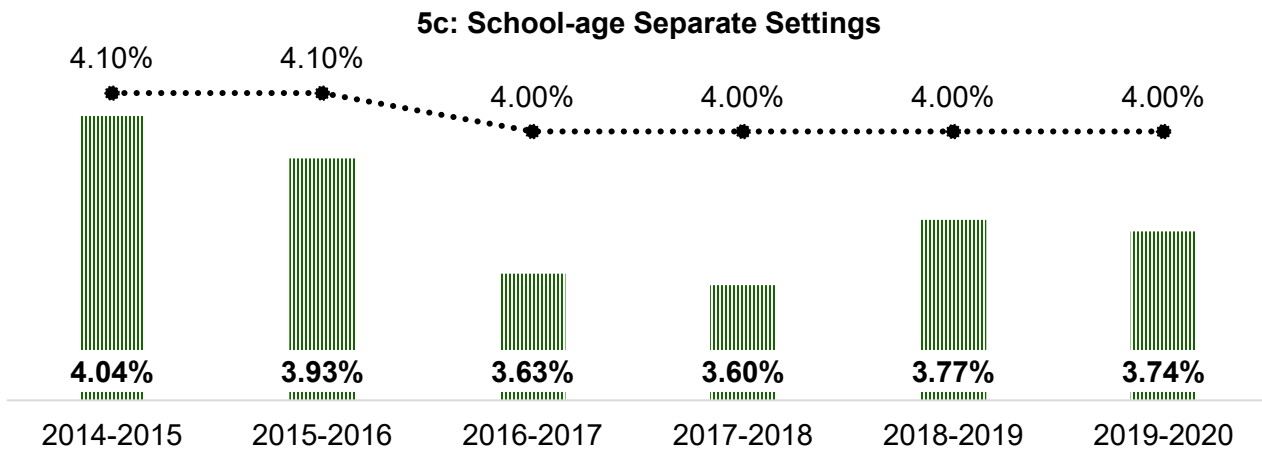


Figure 7. Ohio's percentage of school-age students with disabilities served in separate settings has decreased from 4.04% in 2014-2015 to 3.74% in 2019-2020, meeting the state target for each of these six years.

Table 11. Percentage difference between the state target and Ohio's performance for the number of students with disabilities who were served separate settings. The goal for indicator 5c is to be at or below the target. Positive difference numbers indicate the state was above the target for that year and did not meet the target. Negative difference numbers indicate the state was below the target for that year and did meet the target.

Data Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Difference between state target and Ohio's performance	-0.06%	-0.17%	-0.37%	-0.40%	-0.23%	-0.26%

PROPOSED TARGETS – INDICATOR 5C: SCHOOL-AGE SEPARATE SETTING

- Targets should be rigorous, yet attainable.
- Targets may remain the same several years in a row, though the final target year (2025-2026) must reflect improvement over baseline.
- The goal for indicator 5c is to be at or below the target.

Table 12. Proposed Target Table Option A – Indicator 5c: School-age Separate Settings

Indicator 5c: School-age In Separate Settings	2020-2021 Baseline	2020-2021 Proposed Target	2021-2022 Proposed Target	2022-2023 Proposed Target	2023-2024 Proposed Target	2024-2025 Proposed Target	2025-2026 Proposed Target
5c: Percentage of school-age students with disabilities in separate settings	3.62%	3.62%	3.62%	3.62%	3.62%	3.62%	3.61%

Option A Rationale – Indicator 5c: School-age Separate Settings

- The end goal of 3.61% represents 0.01% reduction from the baseline.
- This option recognizes that Ohio has already achieved a very high level of performance on this measure, while acknowledging there will continue to be a small subset of students with disabilities for whom restrictive environments are most appropriate due to their complex needs.
- In comparison to Ohio’s 2020-2021 performance, meeting the final target of 3.61% by 2025-2026 will require **15** school-age children with disabilities across Ohio to move to less restrictive environments.

Table 13. Proposed Target Table Option B – Indicator 5c: School-age Separate Settings

Indicator 5c: School-age In Separate Settings	2020-2021 Baseline	2020-2021 Proposed Target	2021-2022 Proposed Target	2022-2023 Proposed Target	2023-2024 Proposed Target	2024-2025 Proposed Target	2025-2026 Proposed Target
5c: Percentage of school-age students with disabilities in separate settings	3.62%	3.62%	3.50%	3.40%	3.40%	3.40%	3.40%

Option B Rationale – Indicator 5c: School-age Separate Settings

- Option B is a more rigorous option in comparison to Option A.
- The end goal of 3.4% represents 0.20% than previously has been attained.
- In comparison to Ohio’s 2020-2021 performance, meeting the final target of 3.4% by 2025-2026 will require **544** school-age children with disabilities across Ohio to move to less restrictive environments.