

Indicator 6: Preschool Least Restrictive Environment Fact Sheet

WHAT DOES THIS INDICATOR MEASURE?

Indicator 6 measures the percentage of children with Individualized Education Programs (IEPs) ages 3, 4 and 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.**

To calculate indicator 6a:

- (1) Take the number of children ages 3, 4 and 5 with IEPs attending a regular early childhood program and receiving the majority of special education services in the regular early childhood program;
- (2) Divide that number by the number of children ages 3, 4 and 5 with IEPs;
- (3) Multiply that number by 100;
- (4) The result is the percentage of children ages 3, 4 and 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education services in the regular early childhood program.

- b) **Separate special education class, separate school or residential facility.**

To calculate indicator 6b:

- (1) Take the number of children ages 3, 4 and 5 with IEPs attending a separate school or residential facility;
- (2) Divide that number by the number of children ages 3, 4 and 5 with IEPs;
- (3) Multiply that number by 100;
- (4) The result is the percentage of children ages 3, 4 and 5 who are enrolled in a preschool program attending a separate special education class, separate school or residential facility.

- c) **Receiving special education and related services in the home.**

To calculate indicator 6b:

- (1) Take the number of children ages 3, 4 and 5 with IEPs receiving special education and related services in the home;
- (2) Divide that number by the number of children ages 3, 4 and 5 with IEPs;
- (3) Multiply that number by 100;
- (4) The result is the percentage of children ages 3, 4 and 5 who are enrolled in a preschool program and receiving special education services in the home.

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?

1. Beginning with the 2020-2021 data, states must include 5-year-old children with disabilities in this indicator only if they are enrolled in preschool programs. Five-year-old children with disabilities who are enrolled in kindergarten now are included in indicator 5.
2. This indicator now includes the percentage of preschool children receiving special education and related services in the home (indicator 6c).

Data Notes

1. Preschool students count with their legal district of residence regardless of where their services are provided.

2. A separate education class is defined as a preschool special education program consisting of 51% or more students with disabilities.
3. Preschool enrollment decreased by 44.6% from 2019-2020 to 2020-2021 due to the COVID-19 pandemic.
4. Indicator 6 targets are based on state-level data and may not appropriately reflect the least restrictive environment needs of the students with disabilities at the local level. Individuals with Disabilities Education Act (IDEA) requires a full continuum of placement options to be available for students with disabilities based on individual needs.
5. Data reported by local education agencies (LEAs) for a regular education setting does not differentiate between a public school preschool general education class (more than 51% students without disabilities) and a public school preschool integrated class (only 50% students with and without disabilities). This means the setting for students reported as receiving services in the “regular classroom” is not consistent across all organizations. As a result, the indicator 6 percentages may suggest a higher level of inclusion for preschool children with disabilities than is consistent statewide.

WHAT ARE THE PROGRAMMATIC CONSIDERATIONS?

1. The Department’s goal is to improve state performance in alignment with new preschool special education rule, [Ohio Administrative Code 3301-51-11](#), to show where preschool students are receiving special education across the full continuum of placements (such as general education class, integrated, special education class, home, special school, service provider location). Indicator 6 currently only has one measure for the percentage of children being served in a general education setting, whereas the school-age measure (indicator 5) considers two placements: percentage of students served in a general education class for at least 80% of the day and for less than 40% of the day. With that in mind, Ohio’s goal will be to not just show improvement on indicator 6a, but especially the percentage of preschool children with disabilities being served in general education classes comprised of more than 51% students without disabilities.
2. The state received two grants (Early Childhood Technical Assistance Center (ECTA) Indicators of High-Quality Inclusion Grant and Inclusive Leadership Grant) to address early childhood inclusion, which align with indicator 6 and are designed to increase the percentage of preschool students with IEPs being served in a general education classroom.

HOW HAS OHIO PERFORMED COMPARED TO THE NATION?

**Indicator 6: Preschool Environments
(2019-2020)**

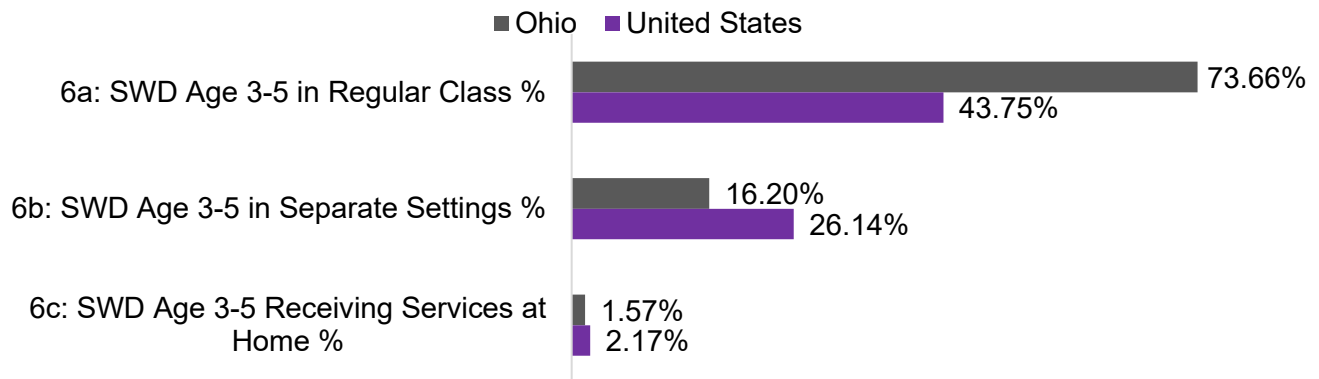


Figure 1. Compared to the United States in 2019-2020, Ohio had a higher percentage of preschool students with disabilities served in the regular class and a lower percentage of students served in separate settings and at home.

Table 1. Numbers and percentages of preschool children with disabilities ages 3 to 5 attending a regular childhood program, attending a separate school and receiving special education services at home in Ohio and in the United States, and the percentage difference between Ohio and the United States.

Indicator 6: Preschool Environments (2019-2020)	Ohio	United States	Difference
6a: Students with disabilities ages 3-5 in regular class	20,248	313,439	n/a
6b: Students with disabilities ages 3-5 in separate settings	4,453	187,241	n/a
6c: Students with disabilities ages 3-5 receiving services at home	431	15,571	n/a
Total students with disabilities ages 3-5	27,487	716,382	n/a
6a: Percentage of students with disabilities ages 3-5 in regular Class	73.66%	43.75%	+29.91%
6b: Percentage of students with disabilities ages 3-5 in separate settings	16.20%	26.14%	+9.94%
6c: Percentage of students with disabilities ages 3-5 receiving services at home	1.57%	2.17%	+0.60%

For indicator 6a, the goal is to increase the percentage over time.

- In 2019-2020, Ohio substantially outperformed the nation as a whole (73.66% compared to 43.75%) in the rate of preschool students with disabilities attending a regular early childhood program.

For indicator 6b, the goal is to decrease the percentage over time.

- In 2019-2020, Ohio outperformed the nation as a whole (16.2% compared to 26.14%) in the rate of preschool students with disabilities served in separate settings.

For indicator 6c, the goal is to decrease the percentage over time.

- In 2019-2020, Ohio outperformed the nation as a whole (1.57% compared to 2.17%) in the rate of preschool students with disabilities receiving services at home.

HOW HAS OHIO PERFORMED OVER TIME ON INDICATOR 6A?

6a: Preschool In Regular Classroom

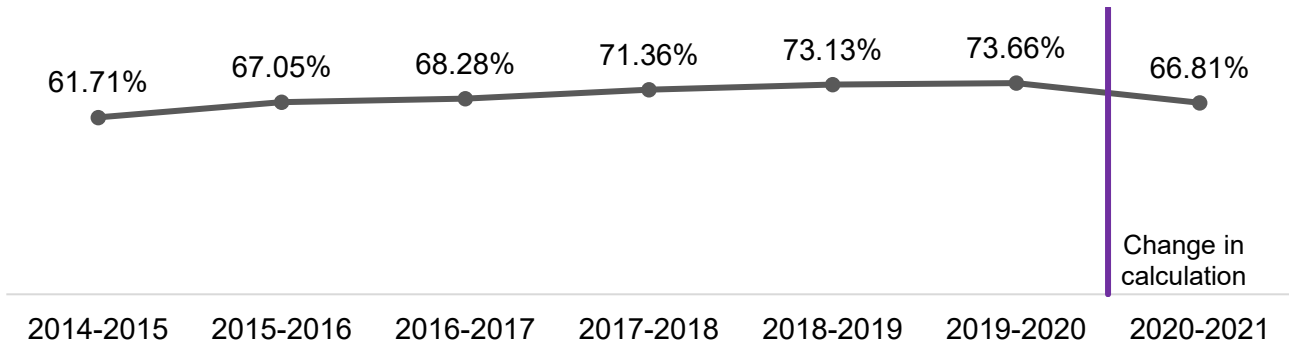


Figure 2. Ohio’s percentage of preschool children with disabilities served in the regular classroom increased from 61.71% to 66.81% over six years. Beginning in 2020-2021, this calculation includes 5-year-old students with disabilities only if they are enrolled in preschool programs.

Table 2. Numbers and percentages of preschool children with disabilities served in the regular early childhood program and percentage difference from 2014-2015 through 2020-2021. Beginning in 2020-2021, this calculation includes 5-year-old students with disabilities only if they are enrolled in preschool programs.

Preschool In Regular Class	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Students with disabilities ages 3-5 in regular class	13,829	14,682	15,827	18,017	19,320	20,248	12,699
Total students with disabilities ages 3-5	22,411	21,897	23,181	25,247	16,419	27,487	19,007
Percentage students with disabilities ages 3-5 in regular class	61.71%	67.05%	68.28%	71.36%	73.13%	73.66%	66.81%
Percentage difference	n/a	+5.34%	+1.23%	+3.08%	+1.77%	+0.53%	-6.85%

HOW HAS OHIO PERFORMED IN RELATION TO THE TARGETS ON INDICATOR 6A?

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 6a, the goal is to be at or above the target.

6a: Preschool In Regular Classroom

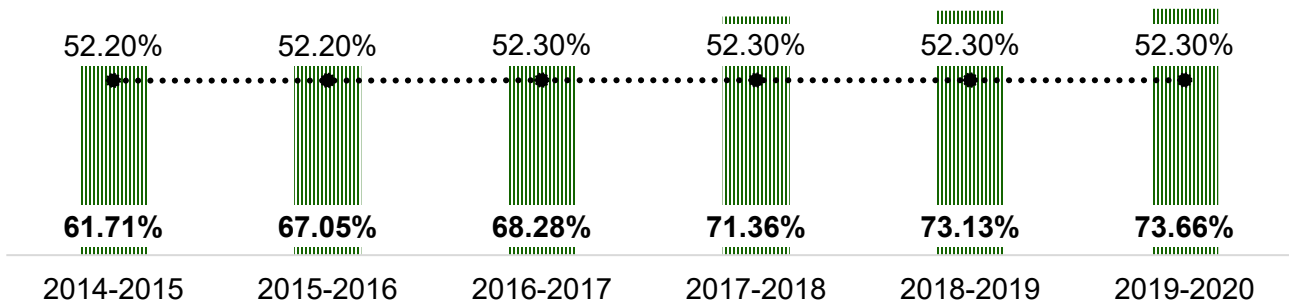


Figure 3. Ohio's percentage of preschool students with disabilities served in the regular classroom has increased steadily from 61.71% in 2014-2015 to 73.66% in 2019-2020, meeting the target for each of these six years.

Table 3. Percentage difference between the state target and Ohio's performance for preschool students with disabilities served in the regular early childhood classroom. The goal for indicator 6a 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	9.51%	14.85%	15.98%	19.06%	20.83%	21.36%

PROPOSED TARGETS – INDICATOR 6A: PRESCHOOL IN REGULAR CLASSROOM

- 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 6a is to be at or above the target.

Table 4. Proposed Target Table Option A – Indicator 6a: Preschool in Regular Classroom

Indicator 6a: Preschool in Regular Class	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
6a: Percentage of preschool students with disabilities in regular class	66.81%	66.81%	66.81%	67.00%	69.00%	71.00%	74.00%

Option A Rationale – Indicator 6a: Preschool in Regular Classroom

- This approach keeps the 2021-2022 target at baseline in recognition of the ongoing impact of the pandemic and the change in measurement, then shows steady improvement to get Ohio back to, and exceeding, the previous 2019-2020 rate of 74%.
- In comparison to Ohio’s 2020-2021 performance, meeting the final target of 74% by 2025-2026 will require **1,366** more children across Ohio to attend regular early childhood programs.
- The programmatic considerations described above put Ohio in position to meet these targets.

Table 5. Proposed Target Table Option B – Indicator 6a: Preschool in Regular Classroom

Indicator 6a: Preschool in Regular Class	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
6a: Percentage of preschool students with disabilities in regular class	66.81%	66.81%	67.00%	70.00%	73.00%	76.00%	80.00%

Option B Rationale – Indicator 6a: Preschool in Regular Classroom

- Option B is a more rigorous option in comparison to Option A.
- This approach keeps the 2021-2022 target closer to the 2020-2021 data in recognition of the ongoing impact of the pandemic, then shows ambitious improvement each year to get Ohio to 80% by 2025-2026.
- In comparison to Ohio’s 2020-2021 performance, meeting the final target of 80% by 2025-2026 will require **2,507** more children across Ohio to attend regular early childhood programs.
- The programmatic considerations described above put Ohio in position to meet these targets.

HOW HAS OHIO PERFORMED OVER TIME ON INDICATOR 6B?

6b: Preschool in Separate Settings

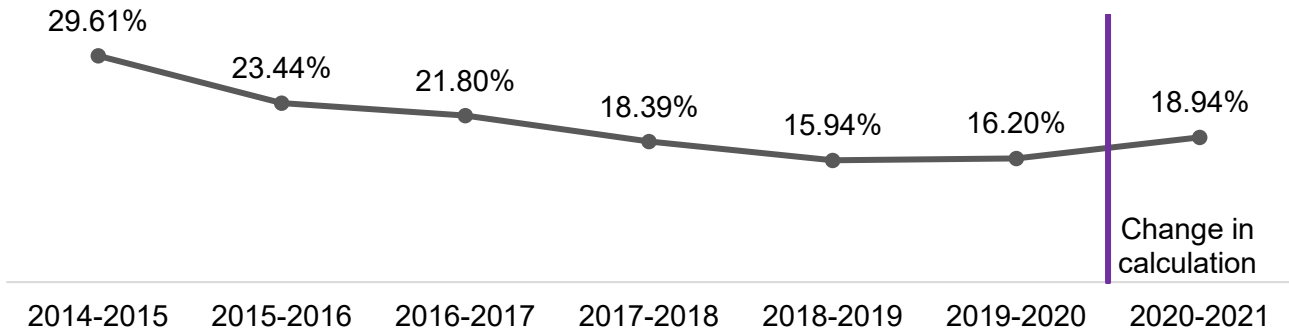


Figure 4. Ohio’s percentage of preschool children with disabilities served in separate settings decreased from 29.61% in 2014-2015 to 18.94% in 2020-2021. Beginning in 2020-2021, this calculation includes 5-year-old students with disabilities only if they are enrolled in preschool programs.

Table 6. Numbers and percentages of preschool children 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 only if they are enrolled in preschool programs.

Preschool Separate Settings	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Students with disabilities ages 3-5 in separate settings	6,637	5,132	5,054	4,642	4,211	4,453	3,600
Total students with disabilities ages 3-5	22,411	21,897	23,181	25,247	26,419	27,487	19,007
Percentage Students with disabilities ages 3-5 in separate settings	29.61%	23.44%	21.80%	18.39%	15.94%	16.20%	18.94%
Percentage difference	n/a	-6.17%	-1.64%	-3.41%	-2.45%	+0.26%	+2.74%

HOW HAS OHIO PERFORMED IN RELATION TO THE TARGETS ON INDICATOR 6B?

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 6b, the goal is to be at or below the target.

6b: Preschool Separate Settings

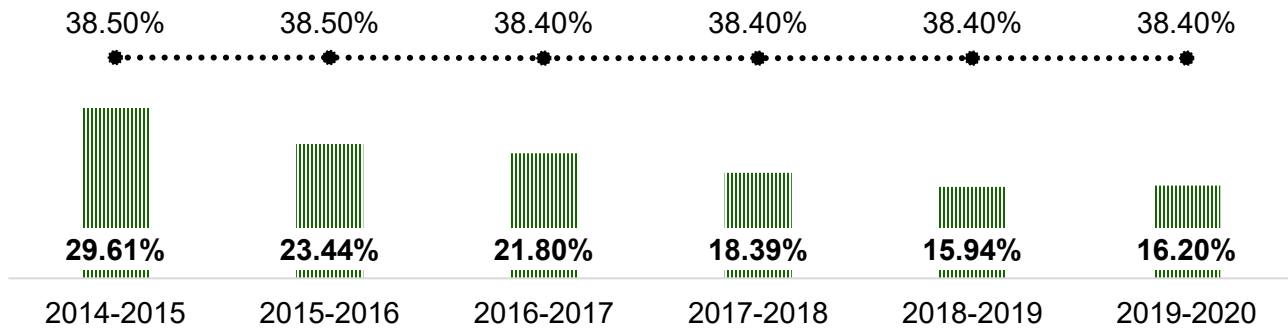


Figure 5. Ohio's percentage of preschool students with disabilities served in separate settings has decreased steadily from 29.61% in 2014-2015 to 16.2% in 2019-2020, meeting the target for each of these six years.

Table 7. Percentage difference between the state target and Ohio's performance for preschool students with disabilities served in separate settings. The goal for indicator 6b 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 met the target.

Data Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Difference between state target and Ohio's performance	-8.89%	-15.06%	-16.60%	-20.01%	-22.46%	-22.20%

PROPOSED TARGETS – INDICATOR 6B: PRESCHOOL SEPARATE SETTINGS

- 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 6b is to be at or below the target.

Table 8. Proposed Target Table Option A – Indicator 6b: Preschool Separate Settings

Indicator 6b: Preschool 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
6b: Percentage of preschool students with disabilities in separate settings	18.94%	18.94%	18.94%	18.50%	18.00%	17.00%	16.00%

Option A Rationale – Indicator 6b: Preschool Separate Settings

- This approach keeps the 2021-2022 target at baseline in recognition of the ongoing impact of the pandemic and the change in measurement, then shows steady improvement to get Ohio back to, and exceeding, the previous 2019-2020 rate at 16%.
- In comparison to Ohio's 2020-2021 performance, meeting the final target of 16% by 2025-2026 will require **559** children across Ohio to move to less restrictive environments.
- The programmatic considerations described above put Ohio in position to meet these targets.

Table 9. Proposed Target Table Option B – Indicator 6b: Preschool Separate Settings

Indicator 6b: Preschool 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
6b: Percentage of preschool students with disabilities in separate settings	18.94%	18.94%	18.00%	16.00%	14.00%	12.00%	10.00%

Option B Rationale – Indicator 6b: Preschool Separate Settings

- Option B is a more rigorous option in comparison to Option A.
- Keeps the 2021-2022 target closer to the 2020-2021 data in recognition of the ongoing impact of the pandemic then shows ambitious improvement each year to get Ohio to 10% by 2025-2026.
- In comparison to Ohio's 2020-2021 performance, meeting the final target of 10% by 2025-2026 will require **1,699** children across Ohio to move to less restrictive environments.
- The programmatic considerations described above put Ohio in position to meet these targets.

HOW HAS OHIO PERFORMED OVER TIME ON INDICATOR 6C?

6c: Preschool Services at Home

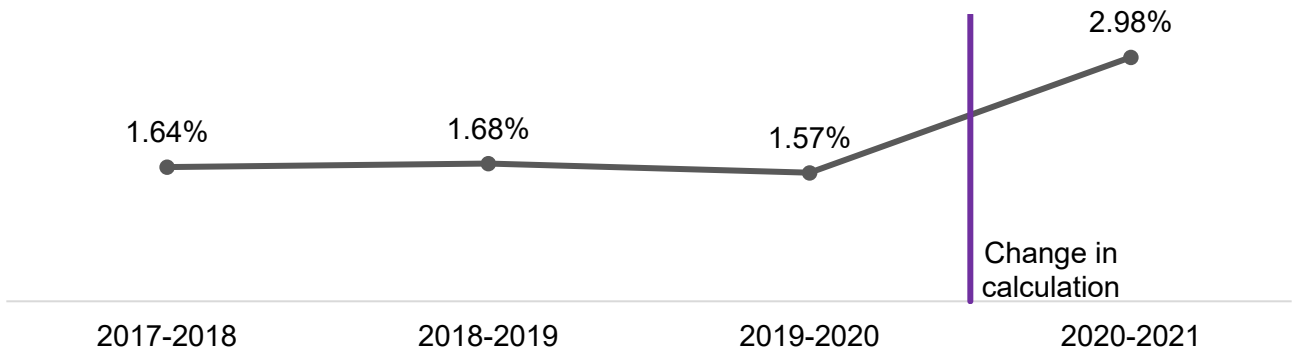


Figure 6. Ohio’s percentage of preschool children with disabilities receiving services in the home increased from 1.64% in 2017-2018 to 2.98% in 2020-2021. Beginning in 2020-2021, this calculation includes 5-year-old students with disabilities only if they are enrolled in preschool programs.

Table 10. Numbers and percentages of preschool children with disabilities receiving services in the home and the percentage difference from 2014-2015 through 2020-2021. Beginning in 2020-2021, this calculation includes 5-year-old students with disabilities only if they are enrolled in preschool programs.

Preschool Services at Home	2017-2018	2018-2019	2019-2020	2020-2021
Students with disabilities ages 3-5 receiving services at home	413	443	431	566
Total students with disabilities ages 3-5	25,247	26,419	27,487	19,007
Percentage students with disabilities ages 3-5 receiving services at home	1.64%	1.68%	1.57%	2.98%
Percentage difference	n/a	+0.04%	-0.11%	+1.41%

Data note: Indicator 6c (services at home) is a new indicator for the 2020-2021 school year. There are no previous targets to compare state performance against.

PROPOSED TARGETS – INDICATOR 6C: PRESCHOOL SERVICES AT HOME

- 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 6c is to be at or below the target.

Table 11. Proposed Target Table Option A – Indicator 6c: Preschool Services at Home

Indicator 6c: Preschool Services at Home	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
6c: Percentage of preschool students with disabilities ages 3-5 receiving services at home	2.98%	2.98%	2.98%	2.50%	2.20%	1.80%	1.55%

Option A Rationale – Indicator 6c: Preschool Services at Home

- This approach keeps the 2021-2022 target at baseline in recognition of the ongoing impact of the pandemic and the change in measurement then shows steady improvement to get Ohio back to, and exceeding, the previous 2019-2020 rate at 1.55%.
- In comparison to Ohio’s 2020-2021 performance, meeting the final target of 1.55% by 2025-2026 will require **271** children across Ohio to move to less restrictive environments.
- The programmatic considerations described above put Ohio in position to meet these targets.

Table 12. Proposed Target Table Option B – Indicator 6c: Preschool Services at Home

Indicator 6c: Preschool Services at Home	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
6c: Percentage of preschool students with disabilities ages 3-5 receiving services at home	2.98%	2.98%	2.75%	2.50%	2.00%	1.50%	1.00%

Option B Rationale – Indicator 6c: Preschool Services at Home

- Option B is a more rigorous option in comparison to Option A.
- This approach keeps the 2021-2022 target closer to the 2020-2021 data in recognition of the ongoing impact of the pandemic then shows ambitious improvement each year to get Ohio to 1% by 2025-2026.
- In comparison to Ohio’s 2020-2021 performance, meeting the final target of 1% by 2025-2026 will require **376** children across Ohio to move to less restrictive environments.
- The programmatic considerations described above put Ohio in position to meet these targets.