



State Advisory Panel for Exceptional Children (SAPEC)

Educational Service Center of Central Ohio

2080 Citygate Drive, Columbus

April 7, 2011

9:30 a.m.	Call to Order <ul style="list-style-type: none">Welcome and Introductions	Terri McIntee Larenas, Chair
9:40 a.m.	Panel Business <ul style="list-style-type: none">Approval of December 2, 2010 Meeting Minutes	Terri McIntee Larenas, Chair
9:45 a.m.	Committee Reports <ul style="list-style-type: none">Membership Committee ReportElections Committee Report<ul style="list-style-type: none">Nominations for Vice Chair and Members-at-largeSAPEC representation on Ohio's Early Childhood Advisory Committee - Special Needs Committee	Deb Zielinski, Membership Committee Chair Tom Ash, Elections Committee Chair Kim Carlson, OEL&SR
10:15 a.m.	ODE Updates <ul style="list-style-type: none">OEC Staff Reorganization<ul style="list-style-type: none">Introduction of Assistant Directors and areas of responsibilityOEC reorganization, structure and relationship to the fieldAccommodations Manual and Training	Kathe Shelby and Thomas Lather OEC
11:00 a.m.	Break	
11:15 a.m.	ODE Updates continued <ul style="list-style-type: none">State and National Updates<ul style="list-style-type: none">OSEP's Response to Intervention MemoBudget and LEA FundingOCECD Documents-Ohio Special Education Profile 2011 and Special Education Funding: FY 2012-2013 Executive Budget Proposal	Kathe Shelby and Thomas Lather OEC
12:00 p.m.	Lunch	
1:00 p.m.	Ohio's Comprehensive Monitoring System Review <ul style="list-style-type: none">Onsite ReviewsCompliance Indicator Reviews	Jo Hannah Ward, Jamie Nash and Susan Wilson, OEC Kim Carlson, OEL&SR
1:45 p.m.	2011 Annual Performance Report (APR) <ul style="list-style-type: none">How Ohio PerformedState Profile	Jerry Walker, OEC Kathe Shelby, OEC
2:45 p.m.	Constituency Reports (This is an opportunity for SAPEC members to report on relevant activities planned by the organization/ constituency they represent.)	Panel Members
3:00 p.m.	Public Comments (This is an opportunity for non-SAPEC members to express their views.)	Terri McIntee Larenas, Chair
3:15 p.m.	Adjourn	Terri McIntee Larenas, Chair

Times on the agenda are subject to change; the SAPEC meeting will be adjourned when the business items are completed.

STATE ADVISORY PANEL FOR EXCEPTIONAL CHILDREN (SAPEC)

April 7, 2011

Agenda Item	Key Points	Discussion/Recommendations	Next Steps
Call to Order, Welcome and Introduction	Introduction of members and guests	Kathy Arnold, a new SAPEC member, is the Part C Coordinator of the Ohio Help Me Grow (HMG) Advisory Council and represents the Ohio Department of Health (ODH) on the panel.	
Panel Business	Approval of Dec. 2, 2010 Minutes.	Cynthia Macintosh moved to accept the Dec. 2, 2010 minutes (handout #1) and April Siegel Green seconded. The minutes were approved.	
Committee Reports	Membership Committee – Debbie Zielinski	<p>SAPEC recruited members to represent the following areas of: an Institution of Higher Education, the Ohio Federation of Teachers (OFT), the Ohio Department of Mental Health (ODMH), a vocational, community or business organization concerned with provision of transition services to students with disabilities, individuals with disabilities and the Ohio Association of County Boards of Developmental Disabilities (OACBDD).</p> <p>Fifty applications were received by SAPEC’s Membership Committee to fill membership vacancies in the areas listed above. The vacancies are for a three-year-term beginning in the 2011-2012 school year. The Membership Committee reviewed each application and created a summary of the applicants. The applicants were screened and narrowed down to eight individuals who were interviewed by the Membership Committee.</p> <p>SAPEC members will vote on the proposed slate (handout #2) during the June 15, 2011 SAPEC meeting. Those recommendations will then go to the Superintendent of Public Instruction who will make the final decision and appointment.</p>	
Committee Reports	Election Committee – Tom Ash	<p>The slate of officers proposed by the Election Committee includes two current members who would serve a one-year term as Member-at-large for 2011-2012 and one Vice Chairperson for 2011-2012.</p> <p>Members-at-large serve on SAPEC’s Executive Committee whose functions include addressing urgent issues that may occur between meetings.</p> <p>The two candidates for proposed members-at-large are Mary Murray and Jennifer Brickman. One SAPEC member proposed for Vice Chairperson is Jason Johnson.</p>	Vote on the proposed membership slate, Vice-Chairperson and Members-at-large at the June 15, 2011 meeting.

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Committee Reports		The Early Childhood Advisory Council made a request for SAPEC representation on their Special Needs and Early Intervention subcommittee (handout #3). Janet Lineberry volunteered.	
ODE Updates	Office for Exceptional Children (OEC) staff reorganization and introduction of the new Assistant Directors at the OEC.	<p>During the Verification Visit, the U.S. Department of Education’s (USDOE) Office of Special Education Programs (OSEP) acknowledged that OEC did not have enough staff to implement all the required duties under IDEA. As a result, OEC received approval to post and fill 15 positions.</p> <p>OEC recognized a need for consultants who specialize in certain areas of special education and related services. Six education consultant positions were created for the following areas: Low Incidence Disabilities, Severe Emotional/Behavioral, Speech and Language Pathology and Audiology, Autism and Low-Incidence, Occupational Therapy and Physical Therapy (OT/PT), and School Psychology. OEC has hired consultants in the following specialized areas: Speech and Language Pathology and Audiology, Autism, School Psychology and Severe Emotional/Behavioral consultants.</p> <p><u>Review of the OEC organization chart (handout #4).</u></p> <p>OEC’s staff are organized by three sections: Monitoring Services and Supports, Procedural Safeguards and Specialized Services and Resource Management.</p> <p>Jo Hannah Ward – assistant director for Resource Management. Jo Hannah and her staff ensure that funding is distributed to LEAs, special projects and monitoring of Part B funds.</p> <p>Wendy Stoica, assistant director of Procedural Safeguards and Specialized Services, presented information regarding the staff in the Procedural Safeguards and Specialized Services section that she supervises:</p> <ul style="list-style-type: none"> • Barry Mahanes-autism and low incidence consultant; • Thomas Verespej-severe emotional/behavioral consultant; • Bernadette Laughlin- speech language pathology and audiology consultant; • Barbara Murphy-school psychology consultant; • Monica Drvota- coordinator for complaints; • Ann Guinan- coordinator for due process; and 	

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		<ul style="list-style-type: none"> Christine Cline-coordinator for mediation and IEP facilitation. The positions for an OT/PT consultant and complaint investigator remain vacant at this time. <p>Jamie Nash -- assistant director of Monitoring Services and Supports. Jamie supervises the Comprehensive Monitoring System for Continuous Improvement.</p> <p>Thomas Lather--associate director of the OEC. Tom is responsible for all human resource related issues, oversees fiscal issues and day-to-day duties of the office.</p> <p>A great deal of coordination occurs between the Office of Early Learning and School Readiness (OEL&SR) (ages 3-5) and OEC. OEL&SR is responsible for preschool special education students.</p> <p>Kim Carlson -- assistant director of the OEL&SR.</p> <ul style="list-style-type: none"> Barbara Weinberg, OEL&SR consultant, focuses in Indicator 12 (transition from C to B), does onsite reviews and is the liaison to Department of Health. Ellen Gow, OEL&SR consultant, focuses preschool special education funding. <p>A document listing OEC staff, their email addresses and some of their duties (handout #5) was provided.</p>	
ODE Updates	Accommodations Manual	An Assessment Accommodations Manual and training has been developed (handout#6) by OEC through the Center for Special Needs Populations at the Ohio State University. These resources are posted on Edresourcesohio.org.	
ODE Updates	OCECD Documents	<p>Two documents were created by the Ohio Coalition for the Education of Children with Disabilities (OCECD) related to special education in Ohio:</p> <ul style="list-style-type: none"> Ohio Special Education Profile 2011 (handout #7); Special Education Funding: FY 2012-2013 Executive Budget Proposal (handout #8). 	
ODE Updates	Budget and LEA Funding Update	<p><u>Budget and LEA Funding</u></p> <p>The Fiscal Year (FY) 2012-2013 State budget bill introduced as House Bill (HB) 153 and hearings are underway.</p> <p>Federal stimulus funds, ARRA, expire on Sept. 30, 2011. A large portion of the</p>	

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		<p>money that is being “cut” from the state budget for LEAs is the loss of this one-time money from the ARRA funds.</p> <p>The Evidence Based Model (EBM) that was in the previous budget has been repealed and future funding will be based on an average daily membership (ADM) count.</p> <p>Ohio’s GRF-Special Education Weighted Funding to LEAs is currently:</p> <ul style="list-style-type: none"> • Per pupil amount x 6 weights; • Funded at 90% (not fully funded); • Based on the 2001 weights study as completed by the Ohio Coalition (FY09). <p>State GRF weighted funding is flat funded for FY2012-2013 in the house budget bill.</p> <p>Special Education Enhancements – Flat funded in FY2012-2013. This money is not distributed to all LEAs. These funds are distributed as follows:</p> <ul style="list-style-type: none"> • Preschool special education units - \$84.4 million; • Parent mentors - \$1.3 million); • Home instruction reimbursement - \$2.2 million; • School psychology intern program - \$2.5 million; and • Funding to county boards of developmental disabilities - \$45.2 million. <p>Catastrophic Reimbursement is flat funded for FY2012-2013 at \$10 million. Based on the number and amount of requests for reimbursement and the funds available for reimbursements, LEAs are currently receiving only 17 percent reimbursement on their claims. OEC also allocates supplemental IDEA Part B money to this fund.</p> <p>ODE applied for \$434.6 million in IDEA Part B federal funds for FY2012.</p> <p>The LEA funding formula for IDEA funds:</p> <ul style="list-style-type: none"> • Based on 1989 December Child Count; • Current count of children living in poverty; • Current ADM public and private (all kids). 	

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		<p>The county boards of developmental disabilities receive funding from the ODE and Ohio Department of Developmental Disabilities (ODDD).</p> <p><u>Legislation to Watch</u></p> <p>SB128/HB136 – Special Education Scholarship Program – pays for special education programs provided by alternative public providers and private entities. It caps scholarship at 5 percent of number of identified students with disabilities residing in state. If it becomes law, OEC must provide a written notice to parents that outlines the children’s rights under the scholarship program versus the rights of children under state and federal special education law.</p>	
ODE Updates	Response to Intervention (RTI) Memo from the U.S. Department of Education, Office of Special Education Programs	A memo was sent to all state education agencies from the U.S. Department of Education, Office of Special Education Programs (OSEP) to emphasize that a Response to Intervention (RtI) process cannot be used by an LEA to delay or deny a timely initial evaluation for children suspected of having a disability (handout #9).	
Ohio’s Comprehensive System of Monitoring for Continuous Improvement	Comprehensive System of Monitoring for Continuous Improvement	<p><u>Why is OEC going in the direction it is with monitoring?</u></p> <p>IDEA 2004 amendments made changes to monitoring, technical assistance and enforcement actions required of the states. States must now submit a State Performance Plan (SPP), monitor under priority areas, ensure general supervision, child find, effective monitoring, collecting valid and reliable data and carrying out enforcement actions against LEAs when required. OEC is in the second year of the new Comprehensive System of Monitoring for Continuous Improvement.</p> <p><u>Review of the Comprehensive System of Monitoring for Continuous Improvement</u></p> <p>The cone visually shows the Comprehensive System of Monitoring for Continuous Improvement. From most intensive type of monitoring to the least intensive (handout #10).</p> <ul style="list-style-type: none"> • Compliance indicator reviews-all LEAs. • IDEA onsite reviews and data verification-some LEAs. • Selective review-few LEAs participate and it is very intensive. Several things can trigger a selective review such as a large number of complaints filed against an LEA in a short period. 	

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		<p>If noncompliance is found, correction of individual findings must be completed by the LEA within 30 days of the LEAs receipt of the Summary Report or if the LEA receives their Summary Report late in the year the LEA will have up to 60 days to correct individual findings. The parents of any child whose record has been found to be noncompliant must also be notified in writing by OEC. The LEA must develop a corrective action plan (CAP) to correct systemic noncompliance findings within one year of the date the LEA receives the Summary Report. Once the LEA has implemented its CAP, OEC will select a random sample of records to review as evidence of correction of systemic noncompliance. If noncompliance is still found, the LEA must correct and continue through the process. If the LEA cannot correct all noncompliance items within a year the LEA will receive a lower determination.</p> <p>Handout #11 lists all LEAs that received an onsite review in 2009-2010 and 2010-2011 and lists a summary of findings for LEAs reviewed in 2009-2010 and 2010-2011.</p>	
	Compliance Indicator Reviews	Review of Compliance Indicator Reviews – LEA Status (handout #12).	
2011 Annual Performance Report (APR)	2011 APR and State Profile	<p>The state reports to OSEP on 20 indicators. OEC has organized the 20 indicators into 4 groups. Each indicator group has a “critical question.”</p> <p>Review of the critical questions, 20 indicators and the state’s performance (handout #13).</p>	
Member Questions	Status of assessments for SWD	<p>2% - Alternate Assessment ODE received a grant in 2007 to conduct a three year study that addressed alternate assessments based on modified academic achievement standards. After three years, ODE’s found that children with disabilities don’t know or understand the content.</p> <p>ODE received another three year research grant to study to identify the students with disabilities who were having problems and to create a profile of the students and what types of problems they experienced.</p>	
Constituency Reports	Reporting out from the associations and departments.	<p><u>ODYS – Cynthia Macintosh</u> ODYS continues to downsize by closing a facility in 2011 and making some reductions in personnel. New director of the agency is Harvey Reed. The total number of students is decreasing however the number of students identified with</p>	

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		<p>disabilities is increasing.</p> <p><u>Bowling Green State University (BGSU) – Mary Murray</u> BGSU is conducting student teaching seminars on students with disabilities. There has been great interest in them.</p> <p><u>McKinney-Vento, ODE – Cindy Stickley</u> Homeless education numbers are on the rise.</p> <p><u>ODH – Kathy Arnold</u> HMG Part C application for federal funding is posted on the HMG website. A 7.7 percent cut has been proposed to HMG in the budget.</p> <p><u>OACBDD – Jed Morison</u> The accelerated phasing out and elimination of the tangible personal property tax is a concern for the County Boards of Developmental Disabilities.</p> <p><u>ODMH – Kay Rietz</u> Kay Rietz will be leaving SAPEC after this year and be replaced by another representative from ODMH who specializes in early childhood and mental health. This is Kay’s last meeting.</p> <p><u>Buckeye Association of School Administrators (BASA) – Tom Ash</u> The proposed acceleration of the phasing out and elimination of the tangible personal property tax is a concern and would result in a large cut to some LEAs. There are concerns about proposed budget language regarding the creation of Regional Service Centers that could impact maintenance of the Statewide System of Support.</p>	
Public Comments		No public comments.	
Adjourn		Cynthia Macintosh motioned to dismiss. April Siegel-Green seconded. Meeting adjourned.	

STATE ADVISORY PANEL FOR EXCEPTIONAL CHILDREN
Dec. 2, 2010
Educational Service Center of Central Ohio

Agenda Item	Key Points	Discussion/Recommendations	Next Steps
Call to Order, Welcome and Introduction	Reviewed agenda and introduced members and guests		
Panel Business	Approval of Minutes	Marsha Wiley moved to accept the Sept. 9, 2010, minutes, Handout #1, and Denise Conrad seconded. The minutes were approved.	
Committee Reports	Membership Committee Report – Liz Sheets	<p>The membership committee has created a brochure related to SAPEC. The draft brochure is part of the initial contact to encourage prospective members to apply. It lists general requirements of serving on the panel to assist prospective members in understanding the work and requirements of the group without overwhelming them. Photos will be included in the brochure. ODE is assisting with the brochure’s design and production. The timeline for completion is February so it will be ready for the membership campaign/drive. The draft brochure was passed out to members. The membership committee requested feedback from members after their review.</p> <p>The committee discussed the need to recruit members who are individuals with disabilities and other members to help achieve a more diverse ethnic composition.</p> <p>Three members have terms that expire next year.</p> <p>Conversations are ongoing regarding the size and composition of SAPEC’s membership.</p>	
Committee Reports	Election Committee Report – Tom Ash	There are vacancies for two members-at-large and a vice chair. The vice chair is a five-year commitment that consists of two years as vice chair, two years as chair and one year as past chair. If interested,	

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		<p>members should submit letters of interest to Jana Perry, jana.perry@ode.state.oh.us, by Jan. 31, 2011.</p>	
	<p>State Performance Plan (SPP) and Annual Performance Report (APR) presentation by Ann Bailey from the North Central Regional Resource Center (NCRRC)</p>	<p>Overview of the State Performance Plan and Annual Performance Report</p> <p>The Elementary and Secondary Education Act (ESEA) is projected to be reauthorized in 2011. Once that is completed, the U.S. Department of Education (USDOE) will begin the work to reauthorize the Individuals with Disabilities Education Improvement Act (IDEA). Due to the delay in revising IDEA, the SPP changed from a six-year to an eight-year plan.</p> <p>As part of its duties, SAPEC provides input on setting targets for the SPP indicators.</p> <p>By Feb. 1, 2011, the state must submit a revised SPP that specifies, for each indicator, annual targets and improvement activities for each year through federal fiscal year (FFY) 2012.</p> <ul style="list-style-type: none"> • Indicator targets must reflect improvement over the state’s baseline data for that indicator. • The state also must ensure that the description of the overall state system included in the SPP and APR is up to date. <p>Some indicators have targets set by the USDOE’s Office of Special Education Programs (OSEP); others are set by the state. OSEP sets compliance indicator targets and states set performance indicator targets.</p> <p>States have the following sampling options:</p> <ul style="list-style-type: none"> • Repeat six-year plan (OSEP must have already approved your plan); • Create a new two-year sampling plan that includes all new programs and all programs used before (must have OSEP approval); or 	

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		<ul style="list-style-type: none"> Continue with census. <p>By Feb. 1, 2011, states must submit the FFY 2009 Part B APR.</p> <p>The SPP/APR Calendar is available online at http://spp-apr-calendar.rrfcnetwork.org/.</p> <p>Indicator changes:</p> <ul style="list-style-type: none"> Indicator 4a – Percent of LEAs with Significant Discrepancies in the Rates of Suspensions and Expulsions Greater than 10 Days in a School Year; Indicator 4b – Percent of LEAs with Significant Discrepancies in the Rates of Suspension/Expulsion Greater than 10 Days in a School Year by Race and Ethnicity; Indicator 9 – Disproportionality – Child; Indicator 10 – Disproportionality – Eligibility; States must now report the number of districts excluded from the reported data due to minimum group size. <p>Indicator 4b – Percent of LEAs with Significant Discrepancies in the Rates of Suspensions and Expulsions Greater than 10 Days in a School Year by Race and Ethnicity:</p> <ul style="list-style-type: none"> Must provide baseline, targets and improvement activities using FFY 2008 data; Must provide definition of significant discrepancy; Must reflect the methodology used and the measure of how rates were calculated; and Must report in specific template. <p>Indicator 4a – Percent of LEAs with Significant Discrepancies in the Rates of Suspensions and Expulsions Greater than 10 Days in a School Year – must choose one of the following methods to determine possible significant discrepancy:</p> <ul style="list-style-type: none"> Compare the rates of suspensions and expulsions for children 	

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		<p>with IEPs among LEAs within the state; or</p> <ul style="list-style-type: none"> • Compare the rates of expulsions and suspensions for children with IEPs to nondisabled children within the LEAs. <p>Ohio uses the second option.</p> <p>Members raised questions regarding suspensions and expulsions of students with disabilities. The suspension or expulsion cannot be a result of the child’s disability – the district must use the process of manifestation determination to ensure the behavior/action was not a result of the disability before student can be expelled. Districts in Ohio set their own discipline policies.</p> <p>Indicators 4a and 4b – states have the option to look at total number of LEAs or use a cell size (using the number of LEAs that meet the state’s minimum <i>n</i> size as the denominator in the calculation). Using a minimum cell size helps mask data to avoid releasing personally identifiable information.</p> <p>Reporting correction of noncompliance:</p> <ul style="list-style-type: none"> • The state must report consistently with the OSEP 09-02 memo; • There are two prongs of correction for noncompliance; • This has resulted in a significant increase in work related to correction. <p>Indicators 13 and 14:</p> <ul style="list-style-type: none"> • 100 percent compliance target; • State must provide baselines, targets and, as needed, improvement activities using the SPP template; • States did not report on Indicator 13 last year. <p>A member asked if state has withheld funds from any district due to poor performance. SPP/APR has been in place for five years. Ann</p>	

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		<p>Bailey explained that there are strict federal guidelines for the determination that states receive and no state has had funds withheld due to low performance. Ohio also has not withheld funds from any district due to low performance for students with disabilities.</p> <p>Review of Ohio SPP/APR Data and Proposed Targets for Indicators</p> <p>Indicator 4a – Percent of LEAs with Significant Discrepancies in the Rates of Suspensions and Expulsions Greater than 10 Days in a School Year – Target met:</p> <ul style="list-style-type: none"> • A member asked how reliable the data is from the districts. For discipline, ODE compares the data reported in EMIS to the IEP for the student. Last year, ODE did a sample of these IEPs. Data reliability and accuracy also must be reported in the SPP/APR. • ODE proposed target – 1.66 percent for the next three years which is the same as last year. • A member asked if this data is analyzed by disability category. Disaggregation of the data is available online. It is not reported/calculated by category. ODE monitoring teams review data broken down by category and grade level before an onsite monitoring review. ODE is reviewing that data even though this report does not show that. <p>Indicator 4b – Percent of LEAs with Significant Discrepancies in the Rates of Suspensions and Expulsions Greater than 10 Days in a School Year by Race and Ethnicity:</p> <ul style="list-style-type: none"> • ODE proposed the target remain at .2 percent for the next three years. <p>Indicator 5a – LRE > 80 percent</p> <ul style="list-style-type: none"> • ODE proposed annual increase as follows: <ul style="list-style-type: none"> ○ 2010 target – 59.8 percent; 	

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		<ul style="list-style-type: none"> ○ 2011 target – 62.3 percent; ○ 2012 target – 64.9 percent. <p>Indicator 5b – LRE < 40 percent</p> <ul style="list-style-type: none"> ● ODE proposed annual increase as follows: <ul style="list-style-type: none"> ○ 2010 target – 11.9 percent; ○ 2011 target – 11.4 percent; ○ 2012 target – 10.9 percent. ● Ohio did not meet this indicator for 2009-2010. ● OSEP gave specific guidance to districts on how to calculate. ● LRE has been added to the onsite monitoring process. <ul style="list-style-type: none"> ○ Members raised concerns regarding children not being in the neighborhood school and/or out-of-district placement. These types of placement issues are reviewed on IEPs during onsite monitoring. <p>Indicator 5c – Separate Facilities</p> <ul style="list-style-type: none"> ● ODE proposed annual decrease as follows: <ul style="list-style-type: none"> ○ 2010 target – 3.8 percent; ○ 2011 target – 3.6 percent; ○ 2012 target – 3.4 percent. <p>Indicator 8 – Parent Involvement</p> <ul style="list-style-type: none"> ● ODE proposed 93 percent for the next three years. ● Performance Indicator – unrealistic to have a 100 percent target. ● Collected through a survey approved by OSEP. A sample of districts and parents. It must be a representative sample of the state’s population of students with disabilities. <p>Indicator 14a – Enrolled in higher education within one year.</p> <p>Indicator 14b – Enrolled in higher education or employed within one</p>	

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		<p>year.</p> <p>Indicator 14c – Enrolled in higher education, training or employed.</p> <p>Indicator 14 language has been revised multiple times and was most recently revised last year. The language is set by OSEP. The baseline was set last year at 66.6 percent.</p> <p>Targets for compliance indicators are set by OSEP and they are:</p> <ul style="list-style-type: none"> • Indicator 4b – 0 percent • Indicator 9 and 10 Disproportionality – 0 percent • Indicator 11 Child Find – 100 percent • Indicator 13 Secondary Transition – 100 percent • Indicator 15 Correction of Noncompliance – 100 percent • Indicator 16 Complaint Timelines – 100 percent • Indicator 17 Due Process Timelines – 100 percent • Indicator 18 Resolution Sessions – 52 percent • Indicator 19 Mediation – 90 percent • Indicator 20 State Reported Data – 100 percent 	
	<p>Members broke into small groups for discussion on the performance indicators and the targets proposed by ODE.</p>	<p>Members broke into small groups for discussion on the proposed targets. Facilitators rotated among the groups and all SAPEC members present had an opportunity to review, discuss and propose targets for the five indicators that were presented.</p>	
		<p>Group discussion and vote on proposed indicator targets</p> <p>Indicator 4a – Percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year:</p> <ul style="list-style-type: none"> • ODE’s proposed annual targets for 2010-2012 were 1.66, 1.66, 1.66 percent; • Members agreed. 	

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		<p>Indicator 5a – Percent of children with IEPs aged 6 through 21 inside the regular class 80 percent or more of the day:</p> <ul style="list-style-type: none"> • ODE’s proposed annual targets for 2010-2012 were 59.8, 62.3, 64.9 percent; • SAPEC Proposal 2 – Recommendation for annual targets for 2010-2012 were 59.8, 61.5, 62.3 percent; • SAPEC Proposal 3—Recommendation for annual targets for 2010-2012 were 57.8, 59.7, 61.6 percent; • Members selected proposal 2. <p>Indicator 5b – Percent of children with IEPs aged 6 through 21 inside the regular class less than 40 percent of the day:</p> <ul style="list-style-type: none"> • ODE’s proposed annual targets for 2010-2012 were 11.9, 11.4, 10.9 percent; • SAPEC Proposal 2 – Recommendation for annual targets for 2010-2012 were 12, 11.6, 11.2 percent; • SAPEC Proposal 3 – Recommendation for annual targets for 2010-2012 were 12.4, 12, 11.6 percent; • Members selected proposal 2 without unanimous consent. <p>Indicator 5c – Percent of children with IEPs aged 6 through 21 served in separate schools, residential facilities or homebound/hospital placements:</p> <ul style="list-style-type: none"> • ODE’s proposed annual targets for 2010-2012 were 3.8, 3.6, 3.4 percent; • SAPEC Proposal 2 – Recommendation for annual targets for 2010-2012 were 3.6, 3.4, 3.2 percent; • Members chose proposal 2. <p>Indicator 7a – Social-Emotional Skills:</p> <p>Percent of children who increased their rate of growth:</p> <ul style="list-style-type: none"> • ODE’s proposed annual targets for 2010-2012 were 66, 66, 67 percent; 	

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		<ul style="list-style-type: none"> Members agreed. <p>Percent of children functioning within age expectations:</p> <ul style="list-style-type: none"> ODE's proposed annual targets for 2010-2012 were 49, 49, 49 percent; Members agreed. <p>Indicator 7b – Early Literacy Skills:</p> <p>Percent of children who increased their rate of growth:</p> <ul style="list-style-type: none"> ODE's proposed annual targets for 2010-2012 were 68, 68, 69 percent; SAPEC Proposal 2 – Recommendation for annual targets for 2010-2012 were 68, 68.5, 69 percent; Members chose proposal 2. <p>Percent of children functioning within age expectations:</p> <ul style="list-style-type: none"> ODE's proposed annual targets for 2010-2012 were 47, 47, 47 percent; Members agreed. <p>Indicator 7c—Appropriate Behaviors</p> <p>Percent of children who increased their rate of growth:</p> <ul style="list-style-type: none"> ODE's proposed annual targets for 2010-2012 were 67, 67, 68 percent; Members agreed. <p>Percent of children functioning within age expectations:</p> <ul style="list-style-type: none"> ODE's proposed annual targets for 2010-2012 were 60, 60, 60 percent; Members agreed. <p>Indicator 8 – Percent of parents with a child receiving special education services who report that schools facilitated parent</p>	

Agenda Item	Key Points	Discussion/Recommendations	Next Steps
		<p>involvement as a means of improving services and results for children with disabilities:</p> <ul style="list-style-type: none"> • ODE’s proposed annual targets for 2010-2012 were 93, 93, 93 percent; • SAPEC Proposal 2 – Recommendation for annual targets for 2010-2012 were 94.9, 95.4, 95.9 percent; • SAPEC Proposal 3 – Recommendation for annual targets for 2010-2012 were 93, 93.5, 94 percent; • SAPEC Proposal 4 – Recommendation for annual targets for 2010-2012 were 100 percent across the board; • Members selected proposal 3. <p>Indicator 14a – Percent 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:</p> <ul style="list-style-type: none"> • ODE’s proposed annual targets for 2010-2012 were 40.2, 40.8, 41.4 percent; • Members agreed. <p>Indicator 14b – Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and enrolled in higher education or competitively employed within one year of leaving high school:</p> <ul style="list-style-type: none"> • ODE’s proposed annual targets for 2010-2012 were 67, 68.6, 70.2 percent; • SAPEC Proposal 2 – Recommendation for annual targets for 2010-2012 were 63, 63.6, 64.2 percent; • Members agreed to ODE’s proposed percentage. <p>Indicator 14c – Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other</p>	

Agenda Item	Key Points	Discussion/Recommendations	Next Steps
		<p>employment within one year of leaving high school:</p> <ul style="list-style-type: none"> • ODE's proposed annual targets for 2010-2012 were 71.4, 72.1, 72.8 percent; • SAPEC Proposal 2 – Recommendation for annual targets for 2010-2012 were 67.2, 67.8, 68.4 percent; • No consensus reached. <p>The recommendations of the SAPEC members will be taken into consideration as ODE makes the final decision on the targets.</p>	
Constituency Reports		Tom Ash from BASA – Budget Reductions. Will related services be funded? This could negatively affect the rate of suspensions of students with disabilities due to lack of needed services.	
Public Comments	None	There were no public comments.	
Adjourn		Tom Ash moved to adjourn; Debbie Zielinski seconded. The meeting was adjourned.	

Proposed Slate for SAPEC Membership 2011-2012

Name	County	Representing	Notes/Summary
Murray, Mary mmurray@bex.net	Wood	IHE	Associate Professor at BGSU; current panel member; has an adult daughter who is twice exceptional; worked at LCESC as early childhood supervisor; worked at UNCG (Marilyn Friend); worked to develop Autism Certificate Program helped to put into place new program for students at BGSU with AS; board member of ASO, Voices and Exec Committee for the NW Ohio Regional Council on Autism; Active in the CEC
Maynard, Stephanie barber28@marshall.edu	Scioto	IWD	Person with a DD; graduating in May from Marshall University with a major in counseling; serves on the OSDA Board of Delaware County; services as board member of SCOPE; appointed to leadership roundtable with Director Mortan
Bortmas, Eric edbort@aol.com	Licking	IWD	Has profound hearing loss; serves as a licensed athletic trainer at the secondary school level; works with students who have experienced disability as a result of their participation in a physical activity – mostly orthopedic, but some general medical issues and TBI (concussions)
Kirby, Jennifer jkirby@abilitycenter.org	Ottawa	IWD	Individual with Cerebral Palsy; Employed at Center for Independent Living as advocate and program manager
Morison, Jed jed.morison@fcbdd.org	Franklin	OACB-DD	Serves as Superintendent of the Franklin County Board of DD, and prior to that as Assistant Superintendent; served as Director of Ohio Special Olympics; taught children with cognitive disabilities; current panel member; OACBSPDD requests he continue
Sally, Carol cscally@bex.net	Lucas	OFT-Teacher	Spec Ed Teacher; served on numerous committees in her district; served as district's trainer for new IEP software; She is OFT's nominee
Clark, Vicki vclark_231@yahoo.com	Knox	Transition	VOSE Coordinator at the Knox County Career Center; licensed in SLD and transition to work; writes IEPs, teaches math and science classes, assists in academic classes, and monitors students; works with school districts (home schools); services on a transition committee composed of representatives from all schools in the county
Marla Jean Himmeger marla.himmeger@mh.ohio.gov	Franklin	ODMH	Program Administrator with ODMH in the Office of Children, Families and Prevention (ODMH Early Childhood Mental Health Program); spent 20 years in the field of child welfare with ODHS; licensed social worker with the State of Ohio Counselor and Social Work Board

State Advisory Panel for Exceptional Children

April 7, 2011

Kim Carlson, Asst. Director/619 Coordinator, Office of Early Learning and School Readiness

Early Childhood Advisory Council

The Head Start Reauthorization Act of 2007 required each state have a state advisory council established by the Governor with specific required membership. In Ohio, the Early Childhood Advisory Council meets the requirements of the Act and addresses collaborative efforts across the birth to five service delivery system. There are 45 stakeholders representing Head Start, community providers, business, associations, health, medical, education, mental health, Family and Children First, Resource and Referral agencies (child care), private foundations, labor unions, and advocacy organizations. The responsibilities of the Council are:

1. Conduct periodic statewide needs assessment regarding the quality and availability of early childhood programs;
2. Identify opportunities and barriers to collaboration and coordination;
3. Develop recommendations to increase overall participation in federal, state and local programs, including underrepresented and special populations;
4. Develop recommendations regarding a unified data collection system;
5. Develop recommendations statewide PD;
6. Assess capacity and effectiveness of two- and four- year public and private institutions; and
7. Make recommendations for improvements in state early learning standards.

These seven responsibilities are part of the overall work plan. Every state applied for funds to support implementation of the work plan. Ohio received three- year, \$3.5M grant to the Department of Job and Family Services.

State Early Childhood Development System (oval diagram)

The Early Childhood Advisory Council adopted the Build model of a state early childhood system to address a systemic approach to services for birth to age five. In Ohio, the model has been adapted so that the special needs oval was a solid (not dotted) connection to the system.

Committees:

Early Care and Education	Standing	Inform expansion of nurturing environments where children can learn what they need for success in school and life
Family Supports	Standing	Recommend types of parenting supports that ensure children have nurturing and stable relationships with caring adults
Comprehensive Health	Standing	Recommend comprehensive health services that meet children's vision, hearing, nutrition, behavioral and oral health needs as well as medical health needs
Special Needs/Early Intervention	Standing	Develop recommendations that assist children with receiving early identification, assessment and appropriate services for special health care needs, disabilities, or developmental delays
Communications	Standing	Support families and communities with having access to information regarding the services and supports available to promote healthy development of children and families
Accountability	Ad hoc	Establish a unified data collection system for public early childhood development programs and services throughout the state
Needs Assessment	Ad hoc	Develop goals and scope of a statewide needs assessment concerning the quality and availability of early childhood programs and services for children birth to school entry

Standing Committees match the ovals. Communications is a standing committee to assist with transparency of the process. Accountability and Needs Assessment are committees for the work plan implementation.

The Special Needs/Early Intervention Committee is charged with:

1. Recommending the indicators needed for the special needs/early intervention portion of the state needs assessment.
2. Identifying and recommending opportunities to increase participation of children with special needs and social/emotional concerns.
3. Measuring success in increasing participation through data collection.
4. Giving input on the financing system needed to provide stable funding that is sufficient to support and sustain services and quality enhancements required for an effective, coherent, equitable early childhood development system.
5. Making recommendations on the appropriate governance and administrative structures needed to oversee, implement and coordinate state-funded or state-administered early childhood programs and services for children and their families.
6. Providing input on the development of quality standards for all professionals, programs and services promote the optimal development and learning of young children.
7. Giving feedback on the regulations needed to promote the protection and healthy development of young children.
8. Making recommendations on the kinds of high quality, family-centered programs and supports that need to be available, acceptable, accessible and affordable within communities.
9. Providing input on the professional development opportunities and ongoing supports that are needed to build the knowledge, competencies and skills for supporting expectant mothers, children and families of Ohio's early childhood development professionals.
10. Providing input to the assessment of the capacity and effectiveness of 2 and 4 year public and private institutions of higher education towards supporting the development of early childhood professionals.
11. Define the relationship between the Special Needs/Early Intervention Committee and the Help Me Grow Advisory Council and the State Advisory Panel on Exceptional Children.

For more information on the Early Childhood Advisory Council, contact
James Scott, Assistant Director and Head Start State Collaboration Officer
Office of Early Learning and School Readiness
25 S. Front Street, Mail Stop 208
Columbus, OH 43215-4183
614-387-7569

Additional Information is available at the Build Ohio Website
<http://www.build-ohio.org/>

Next Special Needs/Early Intervention Committee Meeting:

Monday, April 18th

10:00 - 3:00 PM

Ohio Child Care Resource and Referral Association (OCCRRA)

Suite 6

6660 Doubletree Ave., Columbus, 43229.

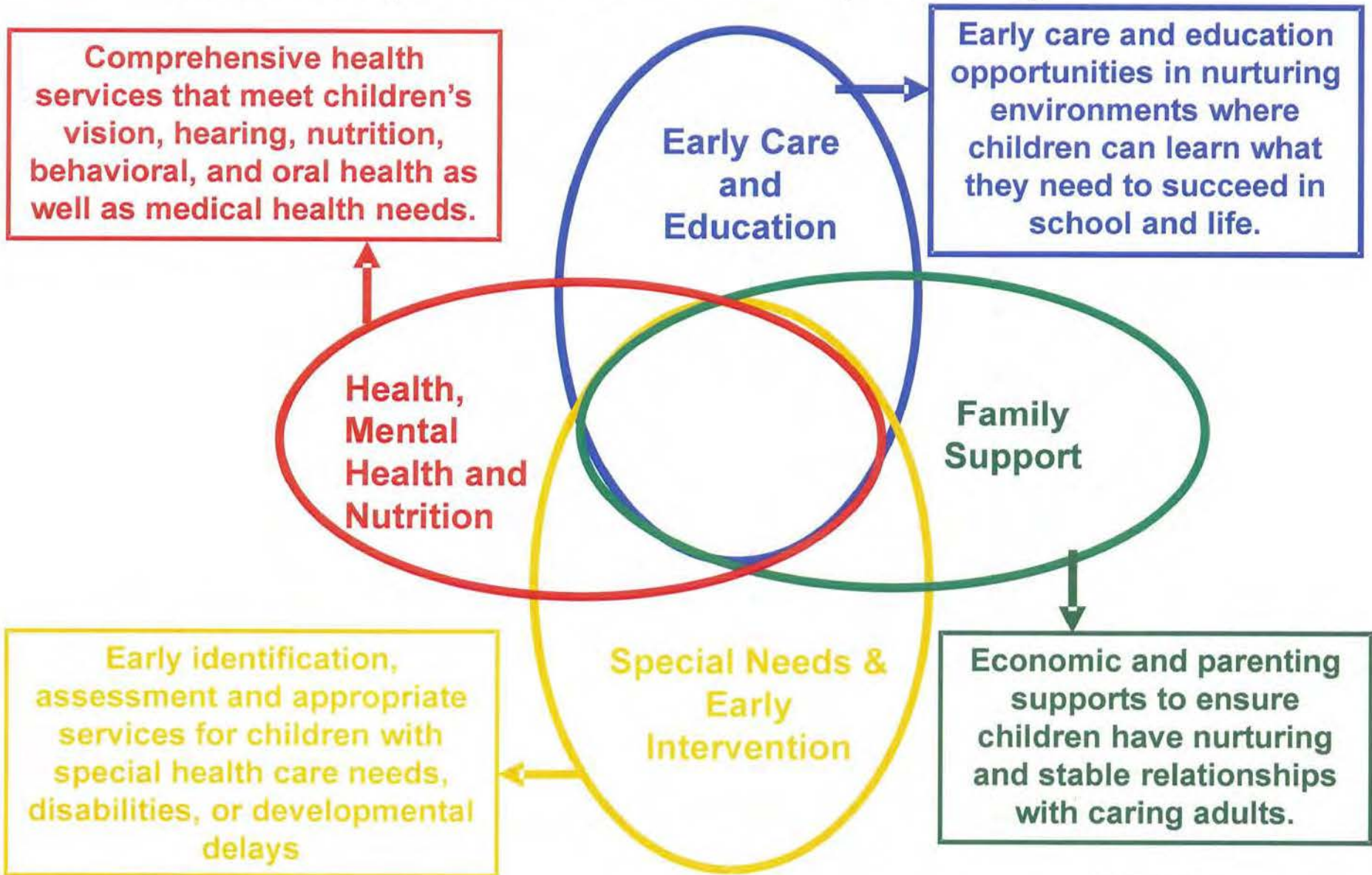
The consensus is that, for those who live outside central Ohio, a longer meeting makes it worthwhile to drive to Columbus. And, lunch will be provided.

Future dates to be determined.

Contact:

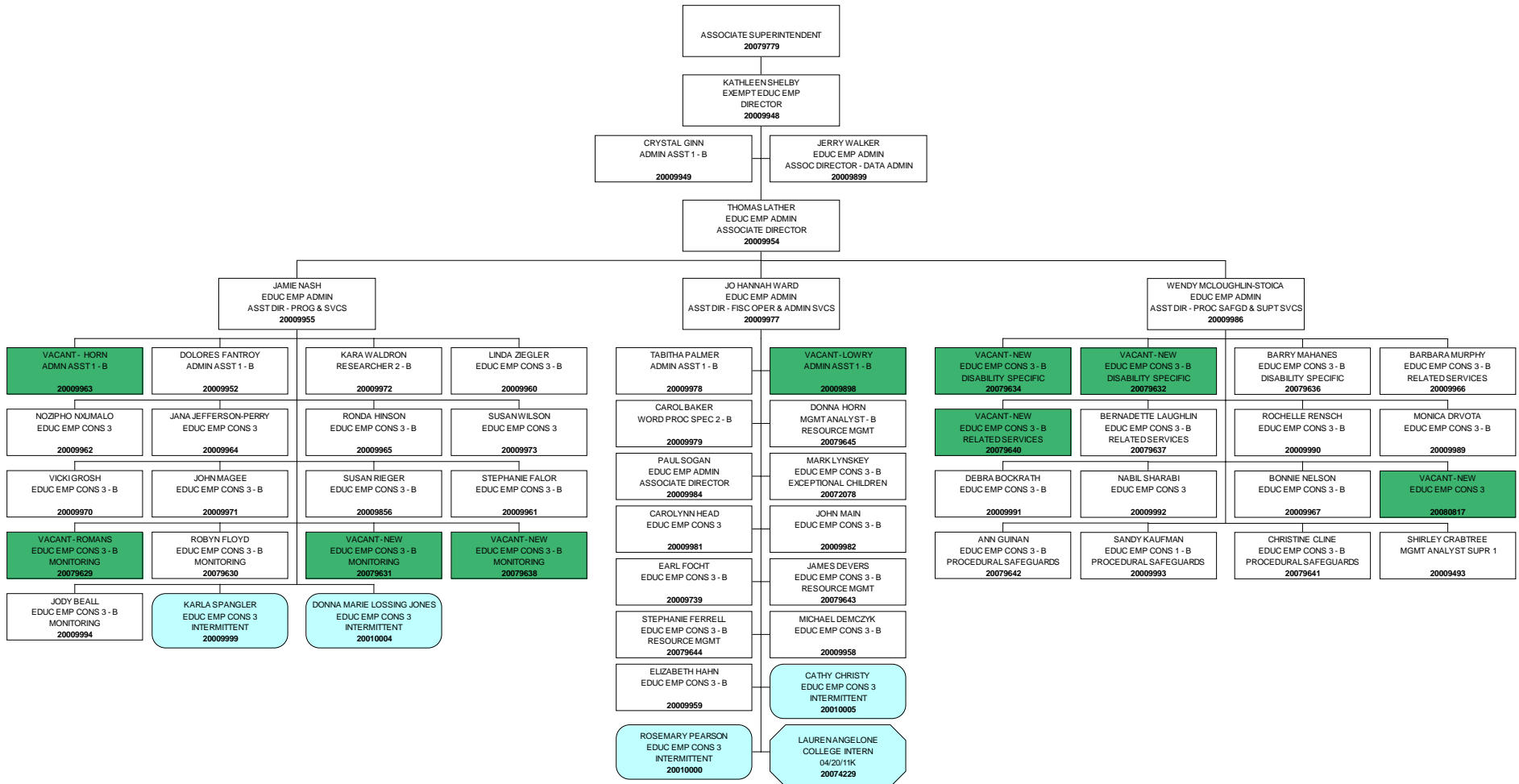
ELAINE FENCL [Elaine.Fencl@jfs.ohio.gov]

State Early Childhood Development System



**OHIO DEPARTMENT OF EDUCATION
 CENTER FOR EDUCATION REFORM & STRATEGIC INITIATIVES
 OFFICE FOR EXCEPTIONAL CHILDREN
 PAGE 9-3**

As of 03/26/2011



Ohio Department of Education - Office for Exceptional Children

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Administration - Director's Office, Assistant Directors and Data Managers

Name	Title	Email	Assignments
SHELBY, KATHE	Director	kathe.shelby@ode.state.oh.us	IDEA; IDEA Part B Funds; SPDG; State Support Teams (SST); SPP APR; IDEA Law and Policy; NASDSE; State Advisory Panel for Exceptional Children (SAPEC); Gifted Education; Ohio Leadership Advisory Council (OLAC)
LATHER, THOMAS	Associate Director	thomas.lather@ode.state.oh.us	IDEA Part B funds; ARRA-IDEA; ARRA-IDEA Maintenance of Effort (MOE); SPP APR; State Support Teams (SST)
GINN, CRYSTAL	Administrative Assistant	crystal.ginn@ode.state.oh.us	Assistant to Kathe Shelby and Tom Lather; website; List-serv; Sharepoint; State Support Teams (SST); State Advisory Panel for Exceptional Children (SAPEC)
JENNINGS, SHARON	Assistant Attorney General	sharon.jennings@ode.state.oh.us	IDEA Law and Policy
MILLIGAN, SHEILA	Data Manager	sheila.milligan@ode.state.oh.us	Data Manager; OED-S Administrator; Special Education Performance Profiles and Monitoring Plans; District Special Education Determinations; Accountability data for children with disabilities; EMIS; IDEA Monitoring Data; Local Report Card: Indicator 20
NASH, JAMIE	Assistant Director	jamie.nash@ode.state.oh.us	IDEA Monitoring; Ohio Longitudinal Transition Study (OLTS)
SKAGGS, ANNE	Data Manager	anne.skaggs@ode.state.oh.us	Data Manager; Special Education Performance Profiles and Monitoring Plans; District Special Education Determinations; EMIS; Indicator 20; State Reported Data for Students with Disabilities
STOICA, WENDY	Assistant Director	wendy.stoica@ode.state.oh.us	Complaint Investigation; Due Process; Mediation; IEP Facilitation; Specialized Services; Alternate Assessment; Accommodations; OCALI; Indicator 3
WALKER, JERRY	Associate Director	jerry.walker@ode.state.oh.us	Projects
WARD, JO HANNAH	Assistant Director	johannah.ward@ode.state.oh.us	SPDG; ARRA-IDEA; IDEA Grants and Discretionary Projects; School Psychology Intern Grants; CCIP; IDEA Part B Allocations; Medicaid Schools Program (MSP); Autism Scholarship Program (ASP); Gifted Funding; Gifted Education; Gifted Monitoring; State Consortium for Redesigning Preservice Special Education Preparation

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Monitoring Services and Supports - IDEA Monitoring

Name	Title	Email	Assignments
NASH, JAMIE	Assistant Director	jamie.nash@ode.state.oh.us	IDEA Monitoring; Ohio Longitudinal Transition Study (OLTS)
BEALL, JODY	Education Consultant	jody.beall@ode.state.oh.us	IDEA Monitoring; Very Special Arts (VSA); Regional Contact Team for SST Regions 3 & 4
DAVEY, LINN	Education Consultant	linn.davey@ode.state.oh.us	IDEA Monitoring; Correctional Facilities; Department of Youth Services; Department of Rehabilitation and Adult Corrections; Career-Technical Education of Children with Disabilities; Indicators 13 & 14
FALOR, STEPHANIE	Education Consultant	stephanie.falor@ode.state.oh.us	IDEA Monitoring; Discipline; Positive Behavioral Interventions and Supports (PBIS); Contact Team for SST Regions 6, 7 and 8
FANTROY, DOLORES	Administrative Assistant	dolores.fantroy@ode.state.oh.us	Assistant to Jamie Nash and support staff for Monitoring Services and Supports section
FLOYD, ROBYN	Education Consultant	robyn.floyd@ode.state.oh.us	IDEA Monitoring; Professional development; NASDSE Professional Development Series; Institutions of Higher Education (IHE) Consortium; Contact Team for SST Regions 10 & 11
GROSH, VICKI	Education Consultant	vicki.grosh@ode.state.oh.us	IDEA Monitoring; Medicaid Schools Program
HINSON, RONDA	Education Consultant	ronda.hinson@ode.state.oh.us	Disproportionality; IDEA Compliance Indicator Monitoring; Special Education Performance Profiles and Monitoring Plans; Special Education Determinations; Indicators 9 & 10; Preschool/Early Childhood Liason
LOSSING-JONES, DONNA MARIE	Education Consultant	donnamarie.lossingjones@ode.state.oh.us	IDEA Monitoring
MAGEE, JOHN	Education Consultant	john.magee@ode.state.oh.us	IDEA Monitoring; Secondary Transition; Career-Technical and Vocational Education for children with disabilities; Ohio Longitudinal Transition Study (OLTS); SST Transition Consultants; Contact Team for SST Regions 10 & 11; Dropout and Graduation Rate; Indicators 13 & 14
NXUMALO, NOZIPHO	Education Consultant	nozipho.nxumalo@ode.state.oh.us	IDEA Monitoring; Juvenile and Adult Corrections
PERRY, JANA	Education Consultant	jana.perry@ode.state.oh.us	IDEA Monitoring; State Advisory Panel for Exceptional Children (SAPEC); Indicator 11; Instructional Aides; Contact Team for SST Regions 13, 14, 15 & 16
RIEGER, SUSAN	Education Consultant	susan.rieger@ode.state.oh.us	IDEA Monitoring, Institutions of Higher Education (IHE) Consortium; State Consortium for Redesigning Preservice Special Education Preparation Programs; Contact Team for SST Regions 1 & 2
SPANGLER, KARLA	Education Consultant	karla.spangler@ode.state.oh.us	IDEA Monitoring
WALDRON, KARA	Researcher	kara.waldron@ode.state.oh.us	IDEA Monitoring; SPP APR Coordinator; Special Education Performance Profiles and Monitoring Plans; Special Education Determinations; Contact Team for SST Regions 5, 9 & 12; Indicator 15
WILSON, SUSAN	Education Consultant	susan.wilson@ode.state.oh.us	IDEA Compliance Indicator Review Coordinator; Academic Content Standards; Special Education Performance Profiles and Monitoring Plans; Special Education Determinations; Contact Team for SST Regions 3 & 4; Indicators 3 & 5
ZIEGLER, LINDA	Education Consultant	linda.ziegler@ode.state.oh.us	IDEA Monitoring

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Procedural Safeguards and Specialized Services - Complaints, Mediation, Due Process, IEP Facilitation, Low Incidence, Speech and Language Pathology (SLP) and Audiology; Behavior Interventions

Name	Title	Email	Assignments
STOICA, WENDY	Assistant Director	wendy.stoica@ode.state.oh.us	Complaint Investigation; Due Process; Mediation; IEP Facilitation; Specialized Services; Alternate Assessment; Accommodations; OCALI; Indicator 3
BOCKRATH, DEBRA	Education Consultant	debra.bockrath@ode.state.oh.us	Complaint Investigation; Contact Team for SST Regions 13, 14, 15 & 16; Indicators 1 & 2; Dropout
CLINE, CHRISTINE	Education Consultant	christine.cline@ode.state.oh.us	Complaint Investigation; Mediation Facilitator; IEP Facilitation; Academic Content Standards Revision; Ohio Core; Credit Flexibility; Contact Team for SST Regions 3 & 4; Indicators 18 & 19
CRABTREE, SHIRLEY	Management Analyst Supervisor	shirley.crabtree@ode.state.oh.us	Records Manager; Procedural Safeguards and Due Process Database
DRVOTA, MONICA	Education Consultant	monica.drivota@ode.state.oh.us	Complaint Coordinator; Complaint Investigation; Contact Team for SST Regions 1 & 2; Indicator 16
GUINAN, ANN	Education Consultant	ann.guinan@ode.state.oh.us	Due Process Coordinator; Guidance Document; Community Schools technical assistance; Indicator 17
KAUFMAN, SANDY	Education Consultant	sandy.kaufman@ode.state.oh.us	First point of contact for Parent Complaints and Questions; SST Parent Contacts
LAUGHLIN, BERNADETTE	Education Consultant-Speech and Language Pathology and Audiology	bernadette.laughlin@ode.state.oh.us	Complaint Investigation; Speech and Language Pathology (SLP); Audiology; IDEA Monitoring; Contact Team for SST Regions 5, 9 & 12
MAHANES, BARRY	Education Consultant-Low Incidence Disabilities	barry.mahanes@ode.state.oh.us	Low Incidence Disabilities; Autism; Blind and Visual Impairments; Deafblind; Traumatic Brain Injury (TBI); Outreach programs at the Ohio State School for the Blind (CISAM/NIMAS/NIMAC); Ohio School for the Deaf; Ohio Center for Autism and Low Incidence (OCALI); IDEA Monitoring; Contact Team for SST Regions 1 & 2
MURPHY, BARBARA	Education Consultant-School Psychology	barbara.murphy@ode.state.oh.us	School Psychology; Response to Intervention (RTI); Evaluations and Reevaluations; Functional Behavior Assessments (FBA); Dyslexia; Performance Based Assessment Pilot Project; Core Content Standards and Model Curricula
NELSON, BONNIE	Education Consultant	bonnie.nelson@ode.state.oh.us	Alternate Assessment; Accommodations; Deaf and Hearing Impaired; Complaint Investigation; American Sign Language; Assistive Technology; Traumatic Brain Injury (TBI); Contact Team for SST Regions 5, 9 & 12
RENSCH, ROCHELLE	Education Consultant	rochelle.rensch@ode.state.oh.us	Complaint Investigation; Surrogate Parents; Special Education Ratio Waivers; Records Manager; 504 technical assistance; Personalized Learning Plans; Contact Team for SST Regions 10 & 11
SHARABI, BILL	Education Consultant	bill.sharabi@ode.state.oh.us	IDEA Monitoring; Complaint Investigation; 504 technical assistance

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Resource Management - IDEA Part B Funds, Autism Scholarship Program (ASP) and Gifted Education

Name	Title	Email	Assignments
WARD, JO HANNAH	Assistant Director	johannah.ward@ode.state.oh.us	SPDG; ARRA-IDEA; IDEA Grants and Discretionary Projects; School Psychology Intern Grants; CCIP; IDEA Part B Allocations; Medicaid Schools Program (MSP); Autism Scholarship Program (ASP); Gifted Funding; Gifted Education; Gifted Monitoring; State Consortium for Resdesigning Preservice Special Education Preparation
ANGELONE, LAUREN	Education Consultant	lauren.angelone@ode.state.oh.us	Gifted Newsletter; Website-Gifted
BAKER, CAROL	Word Processing Specialist	carol.baker@ode.state.oh.us	Autism Scholarship Program (ASP)
DEMCZYK, MICHAEL	Education Consultant	michael.demczyk@ode.state.oh.us	Gifted Education; Gifted Monitoring; Written Education Plans (WEPs); Gifted Funding
DEVERS, JAMES	Education Consultant	james.devers@ode.state.oh.us	IDEA Monitoring-Fiscal; Sharepoint; Part B Discretionary Funds; Contact Team for SST Regions 10 & 11; Indicators 4a and 4b
FERRELL, STEPHANIE	Education Consultant	stephanie.ferrell@ode.state.oh.us	IDEA Monitoring-Fiscal; IDEA Part B Funds; ARRA; IDEA Maintenance of Effort (MOE); Contact Team for SST Regions 5, 9 & 12; Indicator 5
FOCHT, EARL	Education Consultant	earl.focht@ode.state.oh.us	IDEA Monitoring-Fiscal; State Support Team Fiscal; SPDG; Contact Team for SST Regions 3 & 4; Indicators 13 & 14
HAHN, BETH	Education Consultant	beth.hahn@ode.state.oh.us	Gifted Monitoring; Written Education Plans (WEPs); Acceleration Policy; Gifted Identification; Credit Flexibility; Gifted Services; Gifted Funding; Performance Based Assessment Pilot Project; Core Content Standards and Model Curricula
HEAD, CAROLYNN	Education Consultant	carolynn.head@ode.state.oh.us	IDEA Monitoring-Fiscal; Parent Mentors; Medicaid Schools Program (MSP); Autism Scholarship Program (ASP); Governor's Ohio Developmental Disabilities Council Liaison; SST Parent Consultants; Indicator 8; Parent Involvement; Contact Team for SST Regions 6, 7 & 8
HORN, DONNA	Management Analyst	donna.horn@ode.state.oh.us	IDEA Monitoring Coordinator; Website-Monitoring; Sharepoint
LYNSKEY, MARK	Education Consultant	mark.lynskey@ode.state.oh.us	IDEA Monitoring-Fiscal; Byrd Scholarship; United States Senate Youth Program; ARRA; IDEA Maintenance of Effort (MOE); Contact Team for SST Regions 13, 14, 15 & 16; Indicator 11
MAIN, TOM	Education Consultant	tom.main@ode.state.oh.us	IDEA Monitoring-Fiscal; State Support Team Fiscal; CCIP IDEA; Developmental Disabilities Child Counts; ARRA; IDEA Maintenance of Effort (MOE); IDEA Grants and Discretionary Projects; School Psychology Intern Grants; Home Instruction Fiscal Reimbursement; Contact Team for SST Regions 10 & 11; Indicator 3
PALMER, TABITHA	Administrative Assistant	tabitha.palmer@ode.state.oh.us	Assistant to Jo Hannah Ward and support staff to Resource Management staff; Website-Resource Management
PEARSON, ROSEMARY	Education Consultant	rosemary.pearson@ode.state.oh.us	Gifted and Twice Exceptional Children; Gifted Identification Plans; Written Education Plans (WEPs); Gifted Compliance
SOGAN, PAUL	Education Consultant	paul.sogan@ode.state.oh.us	Autism Scholarship Program (ASP); Gifted Funding; OCALI Fiscal; Indicators 1 & 2



Accommodations Manual

Selection, Use, and Evaluation of
Accommodations that Support Instruction
and Assessment of Children with Disabilities

February, 2011

Accommodations on State Assessments

The Accommodations Manual – Selection, Use and Evaluation of Accommodations that Support Instruction and Assessment of Children with Disabilities has been developed by the Office for Exceptional (OEC) in the Ohio Department of Education (ODE). This manual is modeled after *How to Select, Administer and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities*, the work of the Assessing Special Education Students (ASES) State Collaborative on Assessment and Students Standards (SCASS), Council of Chief State School Officers (CCSSO) initiative and is customized to be consistent with Ohio's information and policies.

Ohio Accommodations Manual Training was also developed. The training slides are modeled after the Minnesota Department of Education, again, customized to be consistent with Ohio's information and policies.

Ohio Accommodations Manual Training (when the password box comes up, click on "Read Only").

The Accommodations Manual – Selection, Use and Evaluation of Accommodations that Support Instruction and Assessment of Children with Disabilities

The accommodations manual is located on Edresourcesohio.org, the direct link is:
<http://www.edresourcesohio.org/files/Accommodations%20Manual%20February%202011.pdf>



Ohio Special
Education
Profile

2011



January 2011



Mission

The mission of the Ohio Coalition for the Education of Children with Disabilities is to endorse and promote efforts to provide appropriate quality education for children and youth with disabilities. We do so in the belief that all children have a right to a meaningful and relevant education. This belief affirms the dignity of each child or youth with disabilities, whose needs are unique and whose needs must be met equally and appropriately.

OCECD is dedicated to ensuring that every child with disabilities is provided a free, appropriate public education. We will continually strive to improve the quality of our services for all children and youth with disabilities in Ohio.

Ohio Coalition for the Education of Children With Disabilities

165 W. Center St., Suite 302 • Marion, OH 43302-3741

Toll Free 1-800-374-2806

www.ocecd.org



January 2011

Dear Ohio Special Education Stakeholders,

Welcome to the Ohio Coalition for the Education of Children with Disabilities' (OCECD) *2010-2011 Ohio Special Education Profile*.

This report provides a brief, but substantive, profile of the special needs student population in Ohio, including academic performance and graduation trends and an overview of special education funding and related policy issues. The report's central message is that investments in students with special educational needs produce substantial results for the students, their families and the broader society. These investments empower students to help themselves to advance educationally and vocationally and, in the vast majority of cases, to become self-sufficient citizens.

In the 2009-2010 school year, students with disabilities accounted for 14.67% or 263,396 of the 1.8 million public school students in the state of Ohio. This means that roughly 1 in every 7 students has a documented disability requiring intervention and related support services to ensure they receive a free and appropriate public education in the least restrictive environment as required under federal and state laws. Implementation of these requirements includes the creation of Individual Education Plans, which by federal and state law must be fully funded.

As a state-level parent and professional organization, OCECD is deeply committed to working with the Ohio legislature, the Office of the Governor, and state agencies, as well as local school districts, on special education policy and program issues.


OCECD will continue to work hard to ensure that all Ohio children with special needs receive a free and appropriate public education in an environment that enables them to reach their highest potential. OCECD will also work to improve program effectiveness to get the best educational outcomes for students and thereby get the best return for Ohio's investment in special education.

Together, we can continue to make a major difference for every student with disabilities.

Sincerely,

Executive Director

2011 Ohio Special Education Profile



This briefing document provides a clear profile of the complex story of special education in Ohio. It is designed to serve as an informational resource for policy makers, parents, professionals and the broader statewide community.

What is the Ohio Coalition for the Education of Children with Disabilities?

Established in 1972, The Ohio Coalition for the Education of Children with Disabilities (OCECD) is a statewide, nonprofit organization headquartered in Marion, Ohio. Composed of over 40 parent and professional organizations, it provides special education related training, education, and public policy support services for parents, professionals and other special education stakeholders, including the general public and its elected officials. The Coalition's focus includes all children with disabilities birth through age 26.

What Is Special Education?

Special education is governed by federal law and corresponding state laws. Under the federal Individuals with Disabilities Education Act (IDEA), special education is defined as:

Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability.

Based on evaluation driven Individualized Education Plans (IEPs), special education provides necessary supplemental education and related support services, such as occupational and physical therapy, for every student with special educational needs. IEPs thus serve as the foundation, both educationally and legally, for special education services.

What is the Ohio Special Education Student Profile?

Ohio's over 263,000 public school students with disabilities represent about 1 in 7 of the entire 1.8 million public school student population. As such, special education funding and policy issues are an integral part of the education policy picture in Ohio. From a national perspective, Ohio ranks 16th (2008-2009) in terms of the percentage of students with IEPs.

There are six clusters of disabilities (funding weights) under Ohio law. The majority of students, represented in these weights are of normal intelligence as measured by standardized assessments, and graduate from high school with their "typical" regular education peers. Many students with disabilities advance to post secondary education, though the need for additional progress on this front is significant.

Federal Special Education Laws: Why Do They Matter?

In the U.S., the central special education governing law is the Individuals with Disabilities Education Act (IDEA). Special education programs in the United States were made mandatory in 1975 when the United States Congress passed the Education for All Handicapped Children Act (EHA) in response to discriminatory treatment by public educational agencies against students with disabilities. The EHA was later modified to strengthen protections to people with disabilities and renamed the Individuals with Disabilities Education Act (IDEA). It requires states to provide special education consistent with federal standards as a condition of receiving federal funds.

Under IDEA, students with disabilities are entitled to receive special educational services through their local school district from age 3 through age 21.

All students with special needs are assessed and then receive an IEP that outlines how the school will meet the student's individual educational needs. IDEA requires that IEPs are *fully* funded and that students with special needs be provided with a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) that is appropriate to the student's needs.

State Special Education Laws: Why Do They Matter?

Chapter 3323 of the Ohio Revised Code is the chapter of state statute that defines and governs the provision of services to students with disabilities in Ohio and mirrors the requirements put forth under IDEA.

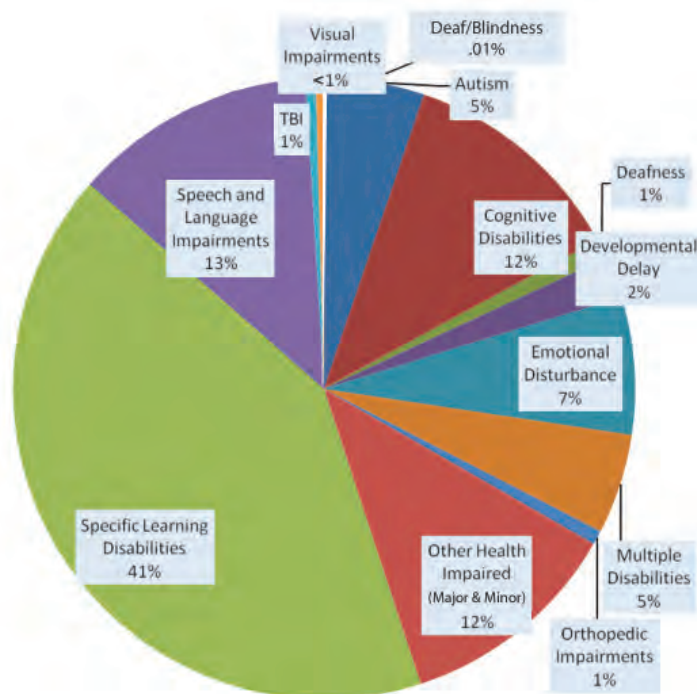
Under Ohio law, a "child with a disability" means a child who is at least three years of age and less than twenty-two years of age; who has an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance, an orthopedic impairment, autism, a traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities; and who, by reason thereof, needs special education and related services.

A "child with a disability" also may include a child who is at least three years of age and less than six years of age who is experiencing developmental delays, as defined by standards adopted by the state board of education and as measured by appropriate diagnostic instruments and procedures in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and who, by reason thereof, needs special education and related services.

IDEA requires each State to provide the following:

- **Full Educational Opportunity Goal** - The State must have on record with the U.S. Secretary of Education detailed policies and procedures to provide a full educational opportunity to all children with disabilities, from birth through 21 years of age.
- **Child Find** - The State must have in effect policies and procedures to ensure that all children with disabilities, including children attending private schools, who are in need of special education and related services, are identified, located, and evaluated.

13 Disability Categories in Ohio



Source: Ohio Department of Education

- **Least Restrictive Environment** - States shall have policies and procedures to ensure that each public agency, to the maximum extent appropriate, educates children with disabilities, including children in public or private institutions or other care facilities, with children who are nondisabled in the regular education environment.
- **Continuum of Alternative Placements** - Each public agency shall ensure a continuum of alternative placements to meet the needs of children with disabilities for special education and related services including alternative placements such as instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. Supplementary services provided in conjunction with regular class placement must also be available to children with disabilities.

Additionally, IDEA requires that States use state funds to support special education and related services for children and families with children with disabilities, as a part of qualifying for annual federal funds under Part B of IDEA. This level of state support must, at a minimum, remain constant year to year. This is known as Maintenance of Effort (MOE).

IDEA provides that States must not reduce their level of state financial support for special education and related services for children with disabilities below the amount of that support from the preceding fiscal year. If a State fails to meet the requirement, the U.S. Secretary of Education will reduce the allocation of funds to the State for any fiscal year following the fiscal year in which the State failed to meet MOE.

Under limited circumstances, the Secretary is provided waiver authority (for one fiscal year at a time) for what are deemed to be exceptional or uncontrollable circumstances. However, if the department grants a waiver of MOE, the amount of financial support required of the state in future years is the same amount that would have been required in the absence of the waiver.

According to preliminary Ohio Department of Education estimates based on FY 2011 appropriation levels, the state's MOE target in FY 2012 is approximately \$759.1 million.

Special Education Funding in Ohio: How Does It Work?

Since 1913, Ohio school districts have had the responsibility of operating special education programs. Starting in 1945, Ohio's system of funding special education was based on instructional unit funding. Ohio's unit funding based system, which focused primarily on funding a classroom teacher and related instructional expenses, remained unchanged for over 50 years.

In 1996, Ohio changed its separate special education unit funding model to a more integrated approach that provided students with special education needs the same (local wealth equalized) per pupil state foundation funding as regular education students received; however, students with special needs were then provided a system of three weights, or multipliers of the per pupil funding, that provided additional, supplemental funding based on the severity of disability. In 2000, these weights were updated to a six weight, cost-based system that gained favorable national recognition. Unfortunately, this cost-based system was never fully funded or updated to reflect escalating costs. As of 2009, the weights were funded at 90 percent of their original, 2001 cost estimates.

In 2009, Ohio instituted a new school funding



system known as the Ohio evidence based model (OEBM) that is heavily input reliant. The special education component of the model amounts to an updated version of the previous per pupil weighted formula applied to a brand new school funding model that does not include a per pupil funding element. Matters are made more complicated by the fact that, due to significant state funding constraints, the entire OEBM school funding formula, which will cost the state over \$3 billion in additional funding annually when fully funded, was then overridden so that school funding could be limited to a cost-of-living adjustment in FY 2010-2011. Additionally, Governor John Kasich has stated that he opposes the OEBM formula.

In FY 2010, in addition to general state school aid received by all students, the state funded special education weighted funding at \$522.1 million, up from \$496.5 in FY 2009 (+5.16%). Of the FY 2010 amount, \$34.4 million or 6.6% is one-time federal State Fiscal Stabilization Funding (SFSF). In FY 2011, the weighted formula is funded at approximately \$558 million (+6.88%).

Additionally, there are separate federal funds that support special education – both regular federal IDEA allocations and one-time stimulus funding increases under the American Recovery and Reinvestment Act (ARRA).

What is *Doe v. State of Ohio* and What Is Its Impact on Special Education in Ohio?

Doe v. State of Ohio is a case before the U.S. District Court for the Southern District of Ohio, Eastern Division, that seeks to ensure proper monitoring and enforcement of IDEA by the Ohio Department of Education, and the appropriate and adequate funding of special education services in Ohio schools.

In February of 1994, a student with disabilities – John Doe, his parents, and the Ohio Legal Rights Service (OLRS) – filed a class action complaint alleging violations of the IDEA, § 504 of the Rehabilitation Act of 1973, Title II of the ADA, and the Equal Protection and Due Process Clauses of the Fourteenth Amendment to the United States Constitution. They asked the federal district court to declare illegal Ohio's system of funding and providing services to students with disabilities and to order Defendants to provide a new system for funding special education services. In February of 1996, the Court certified the case as a class action, allowing John Doe to represent a class of students with disabilities in the State of Ohio.

On October 21, 2009, Federal Judge John D. Holschuh ruled that a consent order that settled the non-funding portions of the case was fair, reasonable and adequate. The settlement brought Ohio into line with federal regulations regarding the Ohio Department of Education's (ODE) monitoring of school district special education programs. The consent order included a number of procedural safeguards resulting in transparent processes, increased notices to parents and more timely complaint decisions.

On June 1, 2010, OLRS filed an amended complaint, arguing that current state funding for students with disabilities in Ohio remains inadequate and illegal. Plaintiffs continue to pursue full funding for special education services in Ohio to remedy the State's failure to comply with federal laws and the dictates of the Ohio Supreme Court's decisions in the DeRolph state school funding litigation.

Special Education Student Enrollment: What Is The Bottom Line?

While the U.S. school age population grew through the 1990s, the number of students with disabilities grew almost three times faster than the overall student population. The reasons for this population increase are debatable, but include better assessment and outreach efforts. Not surprisingly, a disproportionate increase of students identified with disabilities has been a significant factor in the increasing demand for special education teachers.

In the 2009-2010 school year, Ohio's students with disabilities accounted for 14.67% or 263,396 of the student population. This is up from 14.3% in 2005. The largest percentage increases were seen in preschool special education, autism and students with other health handicapping conditions. The table below outlines this trend data in greater detail. In part, enrollment trends are reflective of enhanced student assessments.

Special education student enrollment table

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Difference +/-
No Disability	1,518,852	1,504,807	1,496,359	1,487,307	1,532,372	13,520
Multiple Disabilities (other than Deaf/Blind)	11,895	11,945	12,512	13,742	13,579	1,684
Deaf/Blind	32	41	37	39	45	13
Deafness (Hearing Impairment)	2,528	2,438	2,425	2,270	2,293	(235)
Visual Impairments	1,066	1,060	1,054	1,000	967	(99)
Speech and Language Impairments	31,876	30,132	29,468	31,769	30,339	(1,537)
Orthopedic Impairments	2,270	1,875	1,842	1,812	1,761	(509)
Emotional Disturbance (SBH)	19,153	19,540	19,535	18,237	17,029	(2,124)
Cognitive Disabilities	41,807	38,551	35,394	31,924	29,029	(12,776)
Specific Learning Disabilities	104,582	107,072	108,497	102,469	102,129	(2,453)
Preschool child with disability	9,387	4,243	6,438	23,209	23,336	13,949
Autism	7,734	9,127	10,648	11,299	13,441	5,707
Tramatic Brian Injury (TBI)	952	1,082	1,148	1,166	1,274	312
Other Health Impaired – Major	695	705	873			(695)
Other Health Impaired – Minor	20,090	22,971	25,181	25,954	28,172	8,082
TOTAL STUDENTS W/DISABILITIES	254,077	250,782	255,152	264,878	263,396	9,319
TOTAL STUDENTS	1,772,929	1,755,589	1,751,511	1,752,185	1,795,768	22,839
% OF TOTAL POP.	14.33%	14.28%	14.57%	15.12%	14.67%	

Source: Ohio Department of Education

What Academic Progress are Students with Disabilities Making?

According to the recent state report card data Ohio released in August 2010, students with disabilities continue to make significant progress. Children with disabilities made gains in each of the five categories in the 12th grade. Double digit percentage increases were also seen in 11th grade science, social studies and writing and in 3rd grade reading, 6th grade math, and 7th grade reading.

Yet, there is room for growth. Proficiency rates also declined in double-digit percentages in the following areas: 4th grade math and reading, 5th grade science, and 10th grade reading, writing and math, which indicates a higher percentage of students with disabilities are not passing the Ohio Graduation Test in the 10th grade on their first attempt.



Nevertheless, students with disabilities have seen increases in 14 of 27 tested areas since last school year and 12 out of 27 over the past five years. Overall, as the accompanying chart indicates, although there are slight dips in proficiency of all students in math, a long term look shows improvement.

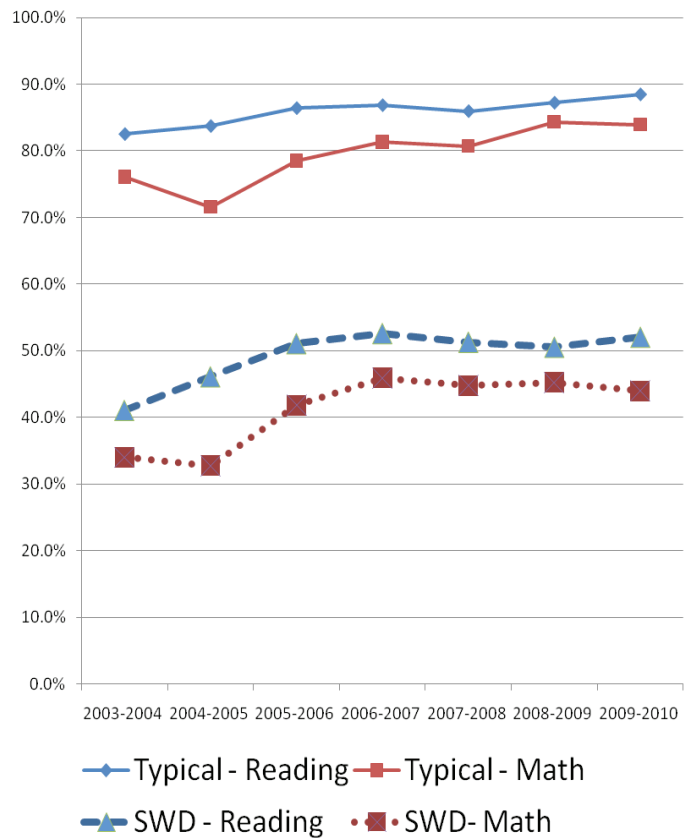
Despite overall improvement, in the past year, the gap between performance of typical students and those with disabilities increased in math.

What Are Ohio's Special Education Student Graduation Trends?

Students with disabilities also have seen an increase in graduation rates over the past decade. Below are the past ten year graduation rates comparing the General Education v. Special Education student populations.

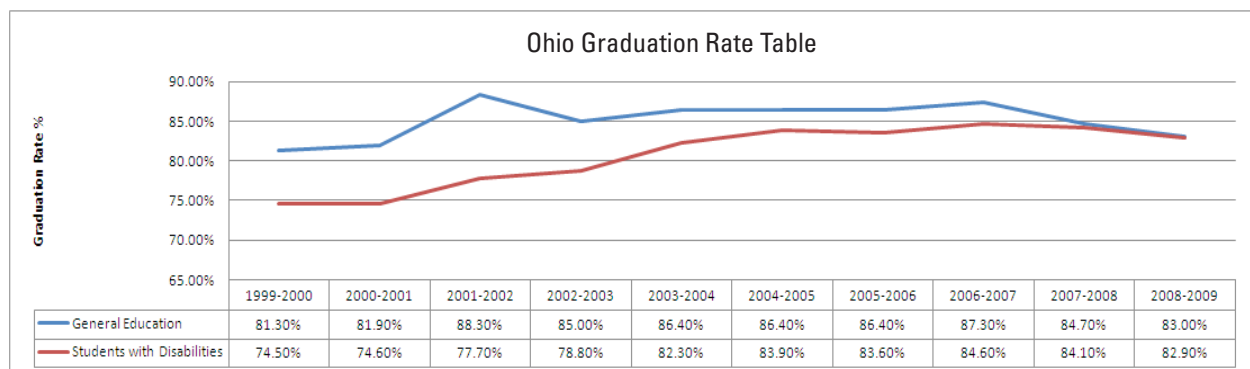
Over the past decade, special education graduation rates have increased steadily. Meanwhile, the general education graduation rates remained relatively stable before decreasing each of the past three years. As a result, the gap between general education and special education graduation rates has narrowed, though the reasons for this change are obviously not all positive.

Special education student achievement chart



Source: Ohio Department of Education

Ohio Graduation Rate Table



In the 1999-2000 school year there was a 6.8% graduation gap. The gap grew to 10.6% in the 2001-2002 school year before a steady decline. In 2008-2009, the last year for which data was available, the gap had shrunk to 0.10%.

Special Education Teachers and Related Services Personnel: Does Ohio Have A Shortage of Qualified Personnel?

Of the nation's school districts, 98% report special education teacher shortages, and special education is the area with the greatest teacher shortage in the 200 largest U. S. cities. According to a 2000 American Association for Employment in Education (AAEE) report, five areas of special education (emotional/behavioral disorder, multi-categorical disability, severe/profound disability, learning disability, mild/moderate disability) rank as the teaching fields with the greatest national shortages. All other areas of special education rank in the top 15 shortage areas nationally, including intellectual disability, visually impaired, hearing impaired, dual certificate in special education and general education, and early childhood special education. According to USDOE data, throughout the 1990s, more than 30,000 special education positions in the U. S. annually were filled by uncertified personnel. In 2000-2001, 11.4% of all teachers in special education positions lacked appropriate special education certification. This was a 23% increase in uncertified teachers from 1999-2000 – the largest ever reported by USDOE. Projections show the situation worsening. The Bureau of Labor Statistics projected that between 1998 and 2008 over 135,000 special education teachers would be needed.

A study by the Ohio Collaborative, a joint project between the state of Ohio and the Ohio State University, found the supply of teachers more than meets the demand in the state, but these numbers mask a problem of not having enough teachers for specific regions, grade levels and in specific fields; special education, in particular, is an area of growing need. The Ohio Collaborative study showed that the state was short 312 special education teachers and 38 English as second language teachers, among other shortages. This reality is substantiated by the U.S. Department of Education, which indicated that these were two of Ohio's largest teacher shortage areas.

As for "related services," they are supportive services that are required to assist a child with disabilities benefit from special education. In Ohio, these services are defined in Ohio Administrative Code (OAC) section 3301-51-01(B)(52). Under Ohio law, "related services" means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training. As with special education teachers, many of the professionals needed to provide related services are in short supply. Speech-language pathologists are a leading example of this market supply problem.

Special Education Teacher Shortage Variability: What Is The Story?

Teacher Case Loads. Teacher caseloads, which have a significant effect on the demand for teachers and the quality of services delivered to students with disabilities, vary dramatically across the U.S. Although several initiatives aim at reducing general education class sizes, some data (which must be interpreted with caution) suggest that special education caseloads may have increased to nearly the 18:1 ratios of primary general education classrooms in many states. In Ohio, teacher caseload ratios are determined in Administrative Rule under the Ohio Administrative Code and have the same authority as law.

These caseload ratios also are reflected in the special education weights embedded in the state's special education funding formula.

These ratios are as follows:

24:1	Cognitive Disabilities, Specific Learning Disabilities and Cross-Categorical (High School)
16:1	Cognitive Disabilities, Specific Learning Disabilities and Cross-Categorical (Elementary and Middle School)
12:1	Emotional Disturbances
10:1	Hearing Impairments, Visual Impairments, Orthopedic Impairments and/or Other Health Impairments
8:1	Multiple Disabilities
6:1	Autism, Deaf-Blindness, Traumatic Brain Injury

Teacher Attrition. The departure of special educators from the teaching profession (exit attrition) is a major contributing factor to teacher demand. Because of a revolving door where teachers leave for reasons other than retirement, the number of teachers leaving annually exceeds the number of new teachers recruited. Special education teachers are more likely than their regular education peers to either leave the profession or to migrate to another position. In several studies, attrition rates in general education were about one half the attrition rate in special education. The chart below illustrates the general teacher employment retention challenge in the state of Ohio based on the most recently available data (2005):

Percentage of Teachers Employed in a Base Year Still Employed After One to Five Years

Base Year	1998	1999	2000	2001	2002	2003	2004
After 1 year	93%	93%	92%	93%	93%	88%	91%
After 2 years	88%	87%	88%	88%	84%	83%	
After 3 years	82%	82%	83%	81%	79%		
After 4 years	78%	78%	77%	76%			
After 5 years	74%	73%	72%				

What Are the State Trends in the Supply of Special Education Teachers?

Almost all 30,000 special education teaching positions in Ohio public schools are filled by the beginning of each school year. Yet uncertified teachers fill too many positions, which is a reality that is tied to workforce shortages and teacher preparation issues. In 2005, 17 percent of these vacancies were in special education.

How are Regional Education Support Services Provided?

Ohio's state funded regional education support system includes State Support Teams (SSTs) that use a connected set of tools to improve instructional practice and student performance on a continuing basis for all school districts. These SSTs were established by the Ohio Department of Education in response to Am. Sub. H.B. 115, which created the Educational Regional Service System. Each SST is housed within one of 16 Educational Service Centers (ESCs). SSTs replaced the former Special Education Regional Resource Centers (SERRCs).

SSTs provide services and assistance to school districts, educational service centers, community schools, early childhood centers, County Boards of Developmental Disabilities and families in several areas, including:

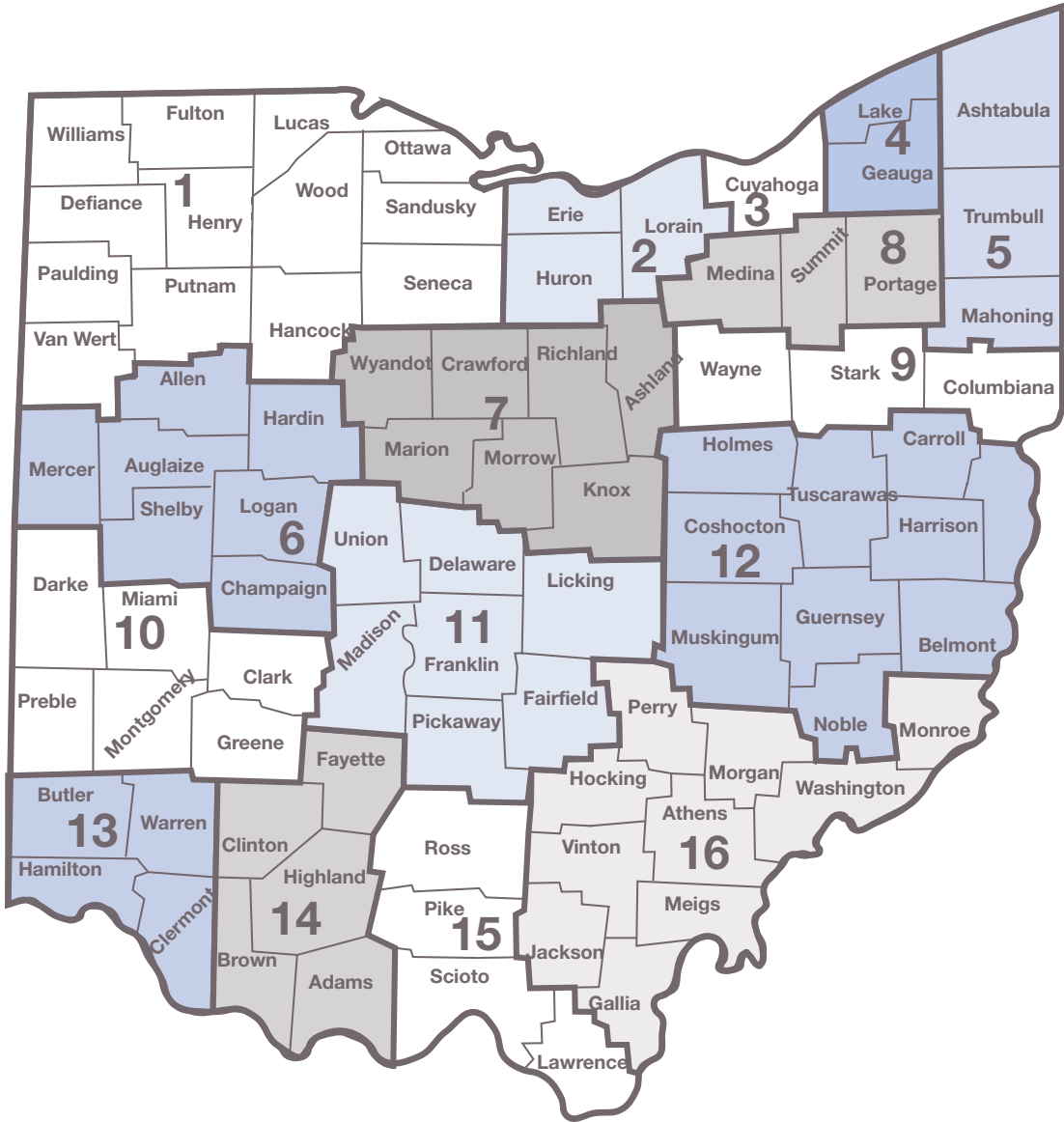
- School Improvement
- Special Education Compliance
- Early Learning and School Readiness

The mission of the State Support Team is to:

- Help school districts build their capacity to plan and implement school improvement processes that close achievement gaps in reading, math and sub-group performance.
- Improve the achievement of children and youth with disabilities and children at risk of being identified as disabled by assisting educators and families in the development and delivery of specially designed instruction aligned with Ohio's academic content standards.
- Assist districts and agencies in complying with federal and state laws and regulations to ensure the full participation of children and youth with disabilities in the school community.

SSTs work through the Ohio Department of Education's Offices for Exceptional Children; Early Learning and School Readiness; and Field Relations by providing technical assistance and professional development.

State Support Teams Regional Map



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**Special Education Funding:
FY 2012-2013 Executive Budget Proposal
March 22, 2011**

**Prepared by the Ohio Coalition for the Education
of Children with Disabilities (OCECD)**

Governor John Kasich introduced his FY 2012-2013 Executive Budget proposal on March 15, 2011. Biennial budget legislation will be introduced in the next week as House Bill 153.

The FY 2012-2013 biennial operating budget totals \$55.5 billion, an increase of over 5.35% over the \$52.68 billion FY 2010-2011 budget. Nevertheless, most state agencies, including the Ohio Department of Education (ODE), received funding cuts in both fiscal years relative to FY 2011 due primarily to the loss of over \$8 billion in one-time funds in the current, FY 2010-2011 state budget.

The key special education funding related provisions of the proposed state biennial operating budget are as follows:

1. **General Revenue Fund (GRF) Funding for the Ohio Department of Education.** Funding for the Ohio Department of Education does not include the replacement of one-time federal stimulus fund dollars with state funds. Instead, state-only funds are used exclusively. Total funding (including federal stimulus dollars) is reduced by 11.5% in FY 2012 over FY 2011. Funding is further reduced by 4.9% in FY 2013 over FY 2012. Combined, these reductions total \$1.4 billion in the biennium. However, GRF state-only funding (exclusive of the federal stimulus funds) shows an increase of 1% in FY 2012 to \$6.3 billion and an additional increase of 1.4% to \$6.4 billion in FY 2013. Federal SFSF funding currently accounts for about 7% of each school district's foundation funding in FY 2011.

Within this context will be a transition funding formula for FY 2012. This transition formula directs more funds to poorer districts, as defined by local property wealth per pupil. A student-focused, results-driven funding formula will be developed and submitted to the General Assembly within a year of budget approval.

2. **Evidence-Based Funding Model Repealed.** The state's current, evidence-based school funding model is repealed and funding will be based on a resident ADM count with community school funding and choice programs being deducted.

3. **New School Funding Formula.** While details will not be known in full until the budget legislation is introduced, the funding formula will be based on FY 2011 per pupil funding levels (GRF plus federal SFSF) adjusted to account for the loss of the one-time SFSF dollars. Community school funding would still be deducted using the same deduct and transfer mechanism. Additionally, according to press reports, the Governor's budget would remove the current cap on community schools (both the e-school cap and the sponsor cap).
4. **Special Education Funding.** Overall, it appears that special education funding to schools is flat funded in both years relative to FY 2011. This funding level is needed to allow the state to meet federal maintenance of effort (MOE) provisions. (Note: Special education supplemental funding totaled over \$631 million in FY 2011. Special education's proportional share of foundation funding totaled approximately this same amount in FY 2011.)
5. **Special Education Proportional Foundation Funding.** Students with special education needs receive a proportional share of foundation funding from the 200-550 Foundation Funding line item. The overall appropriation was increased by 2% in FY 2012 and by an additional 1.5% in FY 2013, growing from \$5.31 billion in FY 2011 to \$5.42 billion in FY 2012 to \$5.5 billion in FY 2013. Detail regarding special education weighted funding may have to wait until the budget legislation is introduced.
6. **Special Education Enhancements.** This Ohio Department of Education line item is flat funded in both years of the biennium (relative to FY 2011) at \$135.82 million. The appropriation includes funding for: preschool special education, parent mentors, home instruction, school psychologist interns and special education funding to County Boards of Developmental Disabilities.
7. **Catastrophic Aid.** The funding levels for catastrophic special education and special education transportation costs will likely be at least flat funded in FY 2012-2013, according to the Ohio Department of Education.
8. **Early Childhood Education.** This ODE line item is flat funded in both years of the biennium (relative to FY 2011) at \$14.55 million.
9. **Gifted Education.** School districts currently receive \$25 per student to help pay for services to gifted students. This funding is part of general state support for school districts. It is being retained but the gifted education spending requirement is eliminated. Gifted funding continues to be provided for ESCs.
10. **Property Tax Reimbursement Reduction.** State funding to replace lost tangible personal property and electric deregulation property tax reimbursement will be phased out over the biennium. This will reduce state payments by a combined \$736 million in the biennium. The phase-out

schedule was modified from what was previously in statute. The phase-out will be accelerated for districts not as reliant (under 2% per revenues) on the reimbursement and extended for those that are more reliant. Nevertheless, this policy change will put significant additional fiscal pressure on impacted school districts. (Note: There are no changes in the real property tax rollback or the Homestead Exemption. These state costs are not included in the previously referenced state education funding totals.)

11. **Schools for the Blind and Deaf.** The School for the Blind and the School for the Deaf are both flat funded at their respective FY 2011 funding levels in FY 2012 and FY 2013.
12. **School Choice Options.** School choice options are being expanded, including a doubling of the number of EdChoice Scholarships to 30,000 in FY 2012 and to 60,000 in FY 2013. This program has been available to students enrolled in public schools within districts rated academic watch or academic emergency for two of the last three years. The maximum values of the scholarships are \$4,250 for elementary students and \$5,000 for high school students. Additionally, the Executive Budget proposes the elimination of the cap on the number of charter (community) schools – both the e-school cap and the sponsor cap.
13. **Regional Education Services.** According to the Governor's Office, ESC funding is being cut 10% in FY 2012 and an additional 30% in FY 2013 yet these 56 regional organizations will be given the authority to work with local government entities and not just with school districts and other educational organizations. This funding change will likely result in organizational consolidations. Additionally, the budget proposal includes the following:
 - The ODE School Improvement line item, which totals almost \$7.4 million in FY 2011, is eliminated, but 50% is also redirected to the Foundation Funding line item to continue to be provided to ESCs as part of Ohio's State System of Support. The remaining 50% is also redirected to the Foundation Funding line item to support general state support for schools.
 - The Executive Budget promotes school district operational efficiencies by encouraging the creation of regional shared services models.
14. **Create a Digital-Friendly Marketplace.** eTech Ohio will be required to negotiate statewide pricing on courses and, in turn, pass savings onto schools in FY 2012. Additionally, a Digital Learning Taskforce will be established to recommend changes that will simplify the state's complicated digital learning bureaucracy and establish a free innovative system that will help deliver more digital instruction to schools more cost effectively.

15. Related School Reform Issues. The FY 2012-2013 budget proposal also includes various education reform issues. These policy proposals, each of which will be provided additional detail with the introduction of biennial budget bill, include:

- Teacher pay bonuses for improving student achievement.
- Eliminating restrictive teacher licensing requirements that unnecessarily restrict quality candidates.
- Eliminating teacher seniority (last in, first out) as the basis for employment decisions.
- Rank schools on the basis of student results.
- Create innovation schools and innovation school zones.
- Give parents the right to reconstitute schools failing their children.
- Revoke the charters of the poorest performing schools.
- Encourage shared services to reduce non-instructional costs.
- Report financial data to identify highly efficient schools.
- Require a 50-50 pension contribution split between public employees and employers. Currently, the pension contribution policy for most non-safety public employees is 10% of wages for employees and 14% for employers.

(Note: Informational sources for this memorandum include: FY 2012-2013 Executive Budget (*Blue Book*); *Education That Gets Results: Giving Taxpayers Their Money's Worth* (Governor's Office, March 2011); and *The Governor's Proposed FY 2012-2013 Budget for the Department of Education* (Ohio Department of Education, March 17, 2011.)



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

JAN 21 2010

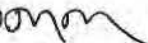
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OSEP 11-07

MEMORANDUM

TO: State Directors of Special Education

FROM: Melody Musgrove, Ed.D. 
Director
Office of Special Education Programs

SUBJECT: A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under the Individuals with Disabilities Education Act (IDEA)

The provisions related to child find in section 612(a)(3) of the Individuals with Disabilities Education Act (IDEA), require that a State have in effect policies and procedures to ensure that the State identifies, locates and evaluates all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services. It is critical that this identification occur in a timely manner and that no procedures or practices result in delaying or denying this identification. It has come to the attention of the Office of Special Education Programs (OSEP) that, in some instances, local educational agencies (LEAs) may be using Response to Intervention (RTI) strategies to delay or deny a timely initial evaluation for children suspected of having a disability. States and LEAs have an obligation to ensure that evaluations of children suspected of having a disability are not delayed or denied because of implementation of an RTI strategy.

A multi-tiered instructional framework, often referred to as RTI, is a schoolwide approach that addresses the needs of all students, including struggling learners and students with disabilities,

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and integrates assessment and intervention within a multi-level instructional and behavioral system to maximize student achievement and reduce problem behaviors. With a multi-tiered instructional framework, schools identify students at-risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness.

While the Department of Education does not subscribe to a particular RTI framework, the core characteristics that underpin all RTI models are: (1) students receive high quality research-based instruction in their general education setting; (2) continuous monitoring of student performance; (3) all students are screened for academic and behavioral problems; and (4) multiple levels (tiers) of instruction that are progressively more intense, based on the student's response to instruction. OSEP supports State and local implementation of RTI strategies to ensure that children who are struggling academically and behaviorally are identified early and provided needed interventions in a timely and effective manner. Many LEAs have implemented successful RTI strategies, thus ensuring that children who do not respond to interventions and are potentially eligible for special education and related services are referred for evaluation; and those children who simply need intense short-term interventions are provided those interventions.

The regulations implementing the 2004 Amendments to the IDEA include a provision mandating that States allow, as part of their criteria for determining whether a child has a specific learning disability (SLD), the use of a process based on the child's response to scientific, research-based intervention¹. See 34 CFR §300.307(a)(2). OSEP continues to receive questions regarding the relationship of RTI to the evaluation provisions of the regulations. In particular, OSEP has heard that some LEAs may be using RTI to delay or deny a timely initial evaluation to determine if a child is a child with a disability and, therefore, eligible for special education and related services pursuant to an individualized education program.

Under 34 CFR §300.307, a State must adopt, consistent with 34 CFR §300.309, criteria for determining whether a child has a specific learning disability as defined in 34 CFR §300.8(c)(10). In addition, the criteria adopted by the State: (1) must not require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has an SLD; (2) must permit the use of a process based on the child's response to scientific, research-based intervention; and (3) may permit the use of other alternative research-based procedures for determining whether a child has an SLD. Although the regulations specifically address using the process based on the child's response to scientific, research-based interventions (i.e., RTI) for determining if a child has an SLD, information obtained through RTI strategies may also be used as a component of evaluations for children suspected of having other disabilities, if appropriate.

The regulations at 34 CFR §300.301(b) allow a parent to request an initial evaluation at any time to determine if a child is a child with a disability. The use of RTI strategies cannot be used to delay or deny the provision of a full and individual evaluation, pursuant to 34 CFR §§300.304-

¹ The Department has provided guidance regarding the use of RTI in the identification of specific learning disabilities in its letters to: Zirkel - 3-6-07, 8-15-07, 4-8-08, and 12-11-08; Clarke - 5-28-08; and Copenhaver - 10-19-07. Guidance related to the use of RTI for children ages 3 through 5 was provided in the letter to Brekken - 6-2-10. These letters can be found at <http://www2.ed.gov/policy/speced/guid/idea/index.html>.

300.311, to a child suspected of having a disability under 34 CFR §300.8. If the LEA agrees with a parent who refers their child for evaluation that the child may be a child who is eligible for special education and related services, the LEA must evaluate the child. The LEA must provide the parent with notice under 34 CFR §§300.503 and 300.504 and obtain informed parental consent, consistent with 34 CFR §300.9, before conducting the evaluation. Although the IDEA and its implementing regulations do not prescribe a specific timeframe from referral for evaluation to parental consent, it has been the Department's longstanding policy that the LEA must seek parental consent within a reasonable period of time after the referral for evaluation, if the LEA agrees that an initial evaluation is needed. See Assistance to States for the Education of Children with Disabilities and Preschool Grants for Children with Disabilities, Final Rule, 71 Fed. Reg., 46540, 46637 (August 14, 2006). An LEA must conduct the initial evaluation within 60 days of receiving parental consent for the evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. 34 CFR §300.301(c).

If, however, the LEA does not suspect that the child has a disability, and denies the request for an initial evaluation, the LEA must provide written notice to parents explaining why the public agency refuses to conduct an initial evaluation and the information that was used as the basis for this decision. 34 CFR §300.503(a) and (b). The parent can challenge this decision by requesting a due process hearing under 34 CFR §300.507 or filing a State complaint under 34 CFR §300.153 to resolve the dispute regarding the child's need for an evaluation. It would be inconsistent with the evaluation provisions at 34 CFR §§300.301 through 300.111 for an LEA to reject a referral and delay provision of an initial evaluation on the basis that a child has not participated in an RTI framework.

We hope this information is helpful in clarifying the relationship between RTI and evaluations pursuant to the IDEA. Please examine the procedures and practices in your State to ensure that any LEA implementing RTI strategies is appropriately using RTI, and that the use of RTI is not delaying or denying timely initial evaluations to children suspected of having a disability. If you have further questions, please do not hesitate to contact me or Ruth Ryder at 202-245-7513.

References:

Questions and Answers on RTI and Coordinated Early Intervening Services (CEIS), January 2007

Letter to Brekken, 6-2-2010

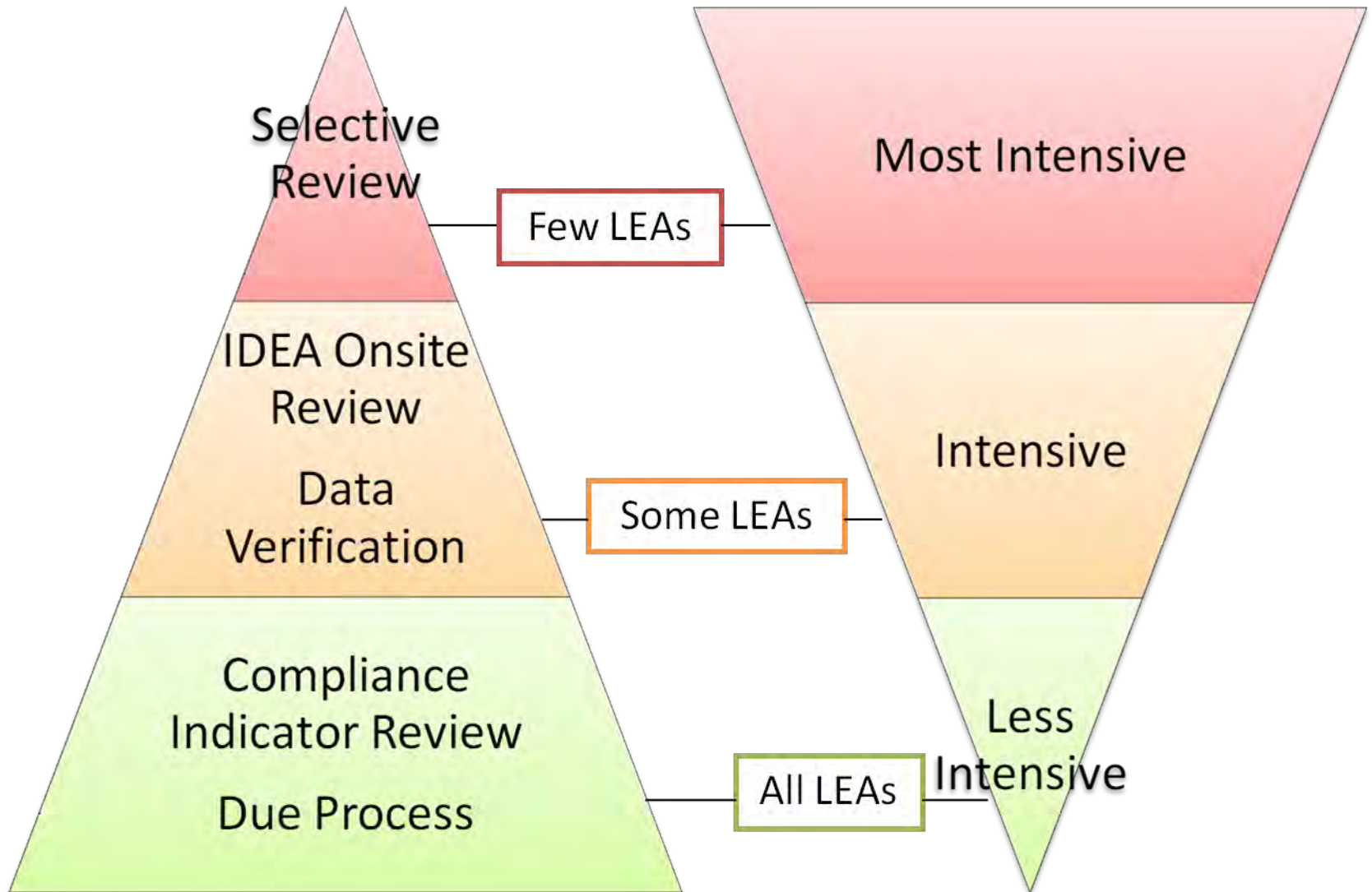
Letter to Clarke, 4-28-08

Letter to Copenhaver, 10-19-07

Letters to Zirkel, 3-6-07, 8-15-07, 4-8-08 and 12-11-08

cc: Chief State School Officers
Regional Resource Centers
Parent Training Centers
Protection and Advocacy Agencies
Section 619 Coordinators

Comprehensive Monitoring System



Jan	Feb	March	April	May	June	July	Aug	Sep	Oct	Nov	Dec
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Submit SPP/APR 09-10

Clarification Week

State Determinations
LEA Determinations

Data Analysis

Develop Reports

Review and Finalize Report

OEC reviews LEA's EMIS Data Anne and Sheila cleans up the data

Spreadsheet of all districts showing data results for the indicators provided to SSTs

Special Education Profiles and Summary Reports sent to all districts – starts 1 year correction timeline

CAPs submitted with corrected individual records

Districts are selected for 2011-2012 Onsite Reviews

Begin Onsite Reviews - Reports will be sent 10 days after onsite – CAPS due 30 days after reports

Submit SPP/APR 10-11

Districts implement their Indicator CAP – systemic correction

OEC will verify systemic correction and data verification

Back up period for OEC review Systemic Correction

1 year timelines ends (districts are cleared or sanctions begin)

New Profiles and Summary Reports are mailed

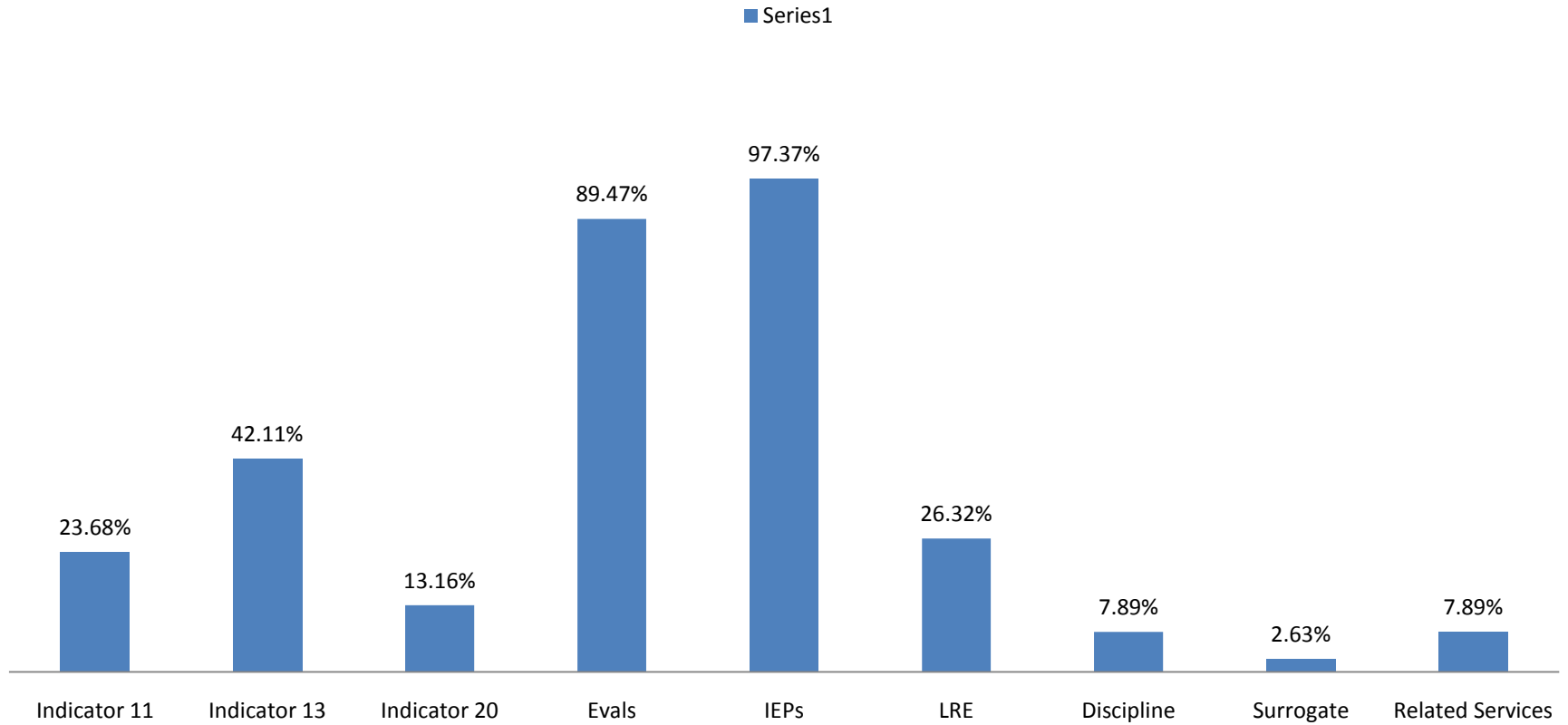
Districts implement their Onsite CAPs – systemic correction

Verification of Systemic Correction 2011-2012 Reviews

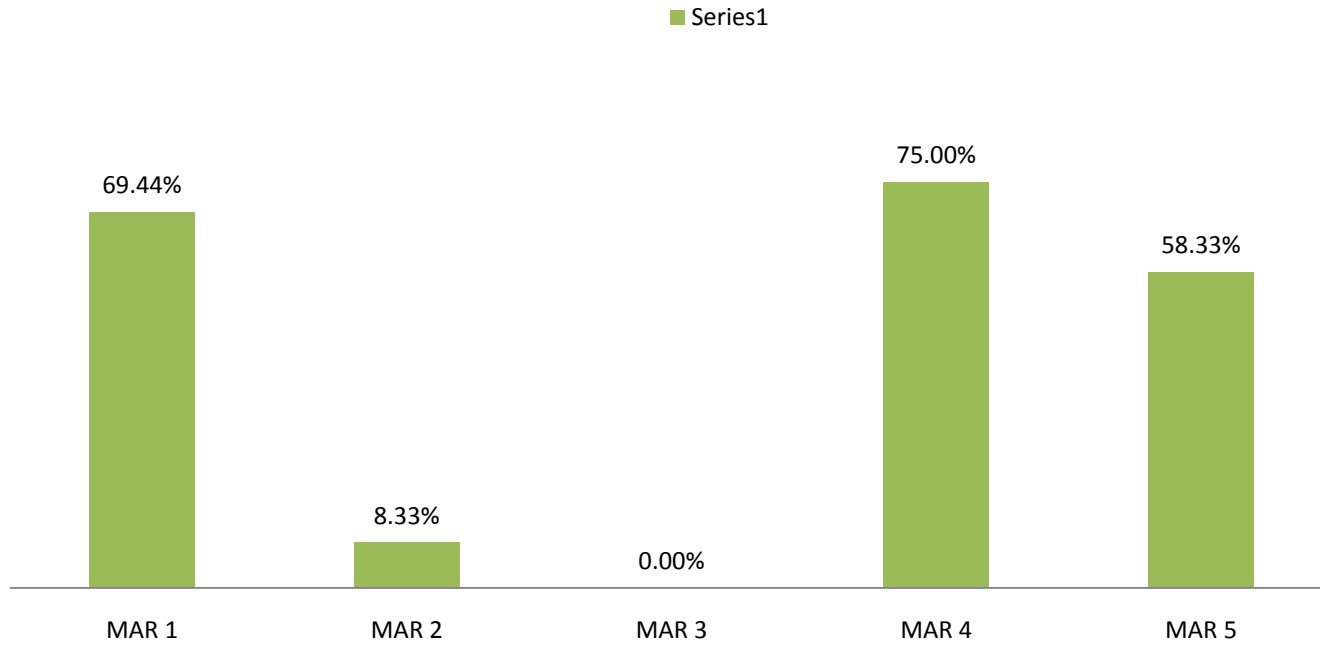
Districts are selected for 2012-2013 Onsite Reviews

Begin Onsite Reviews - Reports will be sent 10 days after onsite – CAPS due 30 days after reports

2009-2010 IDEA Review Findings

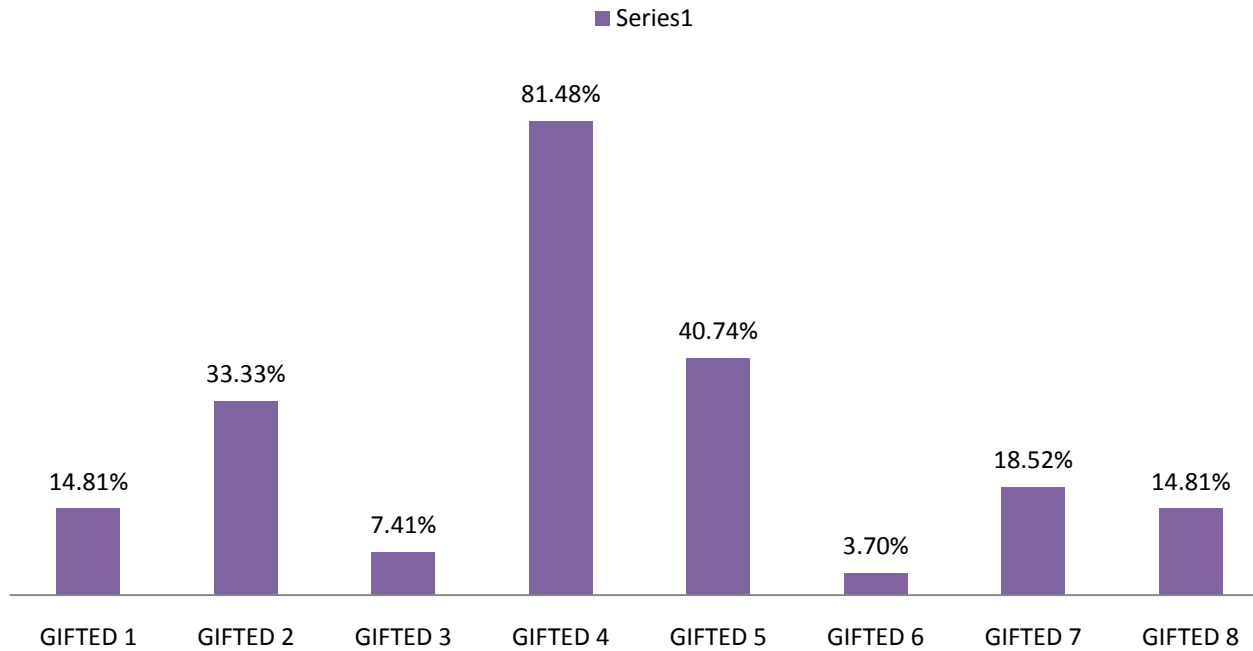


2009-2010 MAR Review Findings



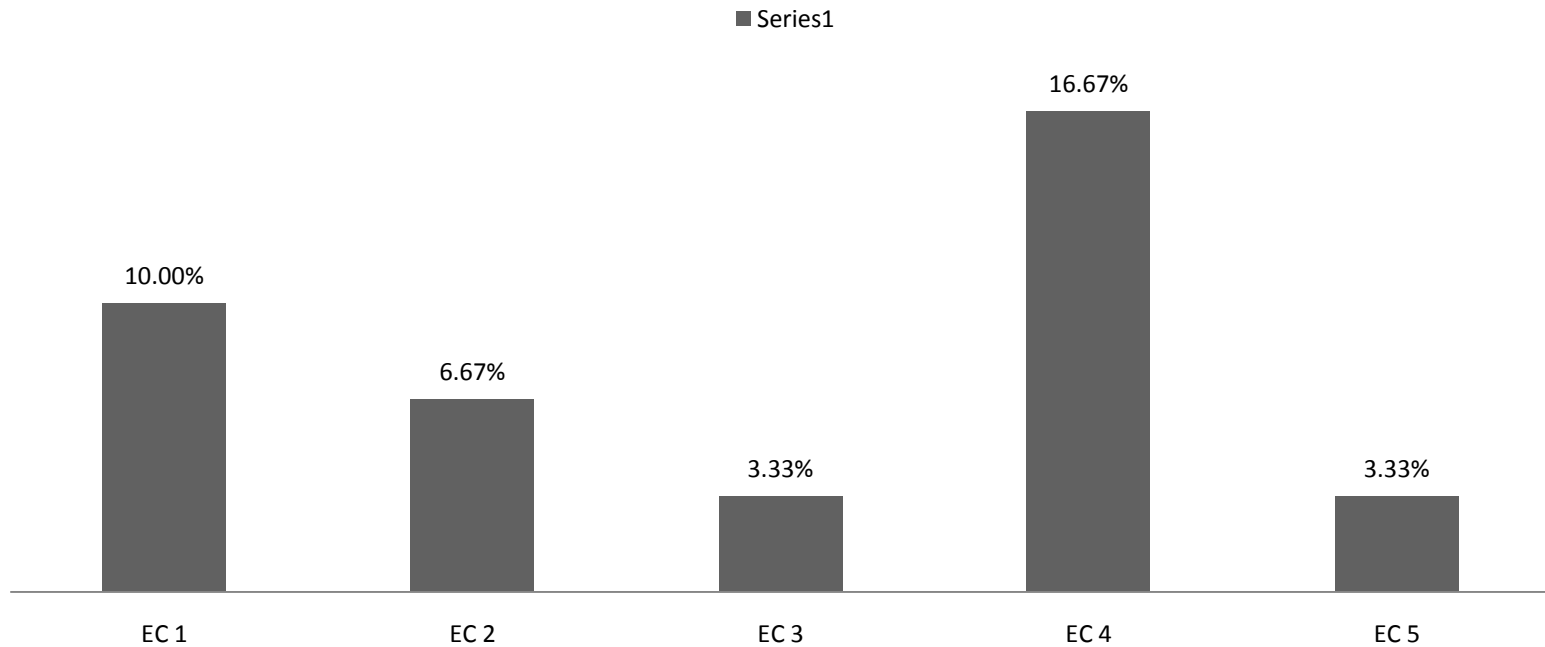
MAR 1= Child Count
MAR 2= Private Schools
MAR 3= Comprehensive Early Intervention Services
MAR 4= The Use of Part B Funds
MAR 5= EMIS Data Verification

2009-2010 Gifted Review Findings



- Gifted 1= Gifted Budget
- Gifted 2= Roster and Written Education Plans and Attestation
- Gifted 3= Equitable Services and Attestation
- Gifted 4= Acceleration and Attestation
- Gifted 5= Gifted Intervention Specialists and Attestation
- Gifted 6= Licensure Attestation
- Gifted 7= Requirement for Minutes of Service Attestation
- Gifted 8= Requirement for Regular Education Professional Development

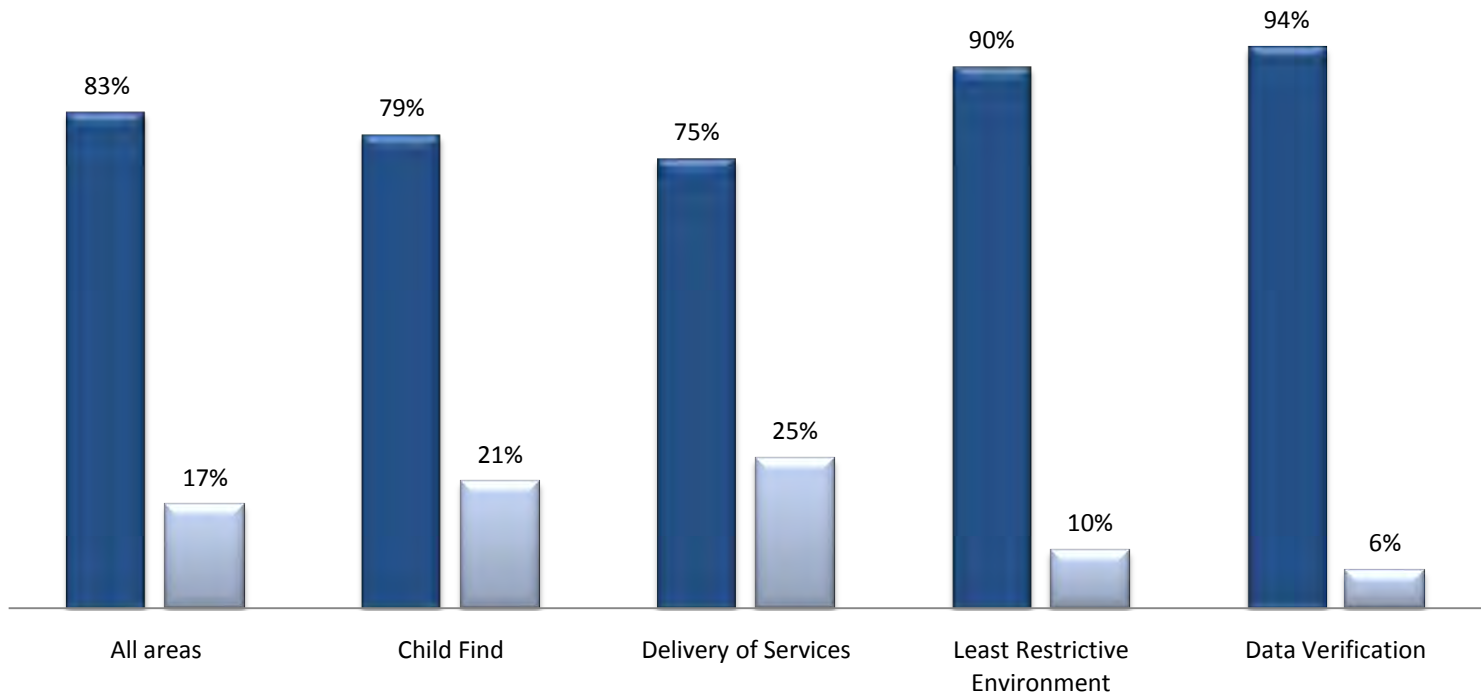
2009-2010 Early Childhood Review Findings



EC 1 = Indicator 12
EC 2 = Inter-Agency Agreements
EC 3 = Licenses
EC 4 = Data
EC 5 = Timelines for Referral and Evaluation for non-Part C Children

2010-2011 Findings

■ %Compliant ■ %Noncompliant



2009-2010 Onsite Reviews

SST	County	IRN	Onsite Date	District	OEC Lead
8	Summit	149054	3/29/2010	Akron Digital Academy	Karla Spangler
1	Lucas	48207	2/3/2010	Anthony Wayne Local	Karla Spangler
2	Huron	43596	4/21/2010	Bellevue City	Karla Spangler
10	Miami	48611	2/1/2010	Bethel Local	Linda Ziegler
6	Shelby	49767	3/22/2010	Botkins Local	Linda Dotterweich
12	Belmont	45237	2/18/2010	Bridgeport EV	No IDEA review
3	Cuyahoga	43653	2/24/2010	Brooklyn City	Linda Dotterweich
9	Stark	43711	2/2/2010	Canton City	No IDEA review
13	Warren	50419	4/26/2010	Carlisle Local	Linda Ziegler
3	Cuyahoga	930	3/31/2010	Cleveland Entrepreneurship Preparatory School	Vicki Grosh
3	Cuyahoga	43794	2/17/2010	Cleveland Heights-University Heights City	Karla Spangler
3	Cuyahoga	43786	1/11/2010	Cleveland Municipal	Linda Dotterweich
9	Columbiana	45328	3/10/2010	Columbiana Exempted Village	Lawrence Dennis
9	Columbiana	46433	3/8/2010	Crestview Local	Linda Dotterweich
11	Delaware	43877	2/24/2010	Delaware City	Sue Rieger
6	Shelby	49775	3/22/2010	Fairlawn Local	Lawrence Dennis
13	Clermont	46342	4/7/2010	Goshen Local	John Magee
3	Cuyahoga	134189	4/14/2010	Hope Academy Broadway CLOSED	Linda Dotterweich
3	Cuyahoga	195	4/12/2010	Hope Academy East Campus	Karla Spangler
3	Cuyahoga	133629	3/9/2010	Horizon Science Acad Cleveland	Karla Spangler
12	Jefferson	47803	3/10/2010	Indian Creek Local	Jana Perry
1	Putnam	49353	3/23/2010	Leipsic Local	Karla Spangler
13	Warren	50443	3/10/2010	Little Miami	John Magee
2	Lorain	44263	2/9/2010	Lorain City	No IDEA review
9	Stark	49874	3/17/2010	Louisville City	Jana Perry
7	Richland	44297	3/30/2010	Mansfield City	No IDEA Review
13	Clermont	45500	2/22/2010	Milford Exempted Village	Linda Ziegler
3	Cuyahoga	44636	3/17/2010	Parma City	Karla Spangler
9	Stark	49924	3/15/2010	Perry Local	Linda Dotterweich
1	Ottawa	44651	2/17/2010	Port Clinton City	Linda Dotterweich
7	Richland	44776	4/7/2010	Shelby City	Linda Dotterweich
13	Hamilton	47381	1/25/2010	Southwest	Linda Ziegler
13	Hamilton	044719	2/24/2010	St. Bernard-Elmwood	Linda Ziegler
3	Cuyahoga	302	4/14/2010	Summit Academy Secondary School - Parma	Vicki Grosh
1	Lucas	44909	1/25/2010	Toledo City	Karla Spangler
6	Champaign	46201	3/9/2010	Triad Local	Sue Rieger
10	Montgomery	44958	3/3/2010	Vandalia-Butler City	Linda Ziegler
16	Washington	50500	3/17/2010	Warren Local	Linda Ziegler
1	Fulton	45641	3/3/2010	Wauseon Exempted Village	Karla Spangler
12	Muskingum	48884	2/24/2010	West Muskingum Local	Jana Perry
11	Franklin	45138	4/13/2010	*Worthington City	Sue Rieger
11	Franklin	725	4/14/2010	Zenith Academy	Jana Perry
				*Selective Reviews	

2010-2011 Onsite Reviews

IRN	County	SST Region	District	OEC LEAD	Date(s) of Onsite Review
43489	Summit	8	Akron City	Linda Dotterweich	11/16-19/10
44115	Licking	11	Heath City	Stephanie Falor	11/9-11/2010
48009	Licking	11	Licking Heights Local	Linda Ziegler	11/17-19/2010
46268	Clark	10	Northwestern Local	John Magee	11/30/2010 - 12/2/2010
130	Lucas	1	Phoenix Academy Community School	Karla Spangler	11/17-19/2010
44685	Portage	8	Ravenna City	Sue Rieger	11/8-10/2010
43802	Franklin	11	Columbus City	Linda Dotterweich	12/14-17/10
139303	Butler	13	Monroe Local School District	Linda Ziegler	12/1-3/2010
50575	Wayne	9	Northwestern Local	Stephanie Falor	12/7-9/2010
44891	Seneca	7	Tiffin City	Sue Rieger	12/7-9/2010
46037	Brown	14	Eastern Local	Linda Ziegler	1/19-21/2011
9954	Franklin	11	Harrisburg Pike Community School	John Magee	1/25-27/2011
44131	Erie	2	Huron City Schools	Karla Spangler	1/11-13/2011
48421	Marion	7	Pleasant Local	John Magee	1/11-13/2011
49098	Pickaway	11	Teays Valley	Stephanie Falor	1/11-13-2011
44941	Champaign	6	Urbana City	Stephanie Falor	1/25-27/11
44990	Trumbull	5	Warren City	Linda Dotterweich	1/18-21/11
45047	Franklin	11	Westerville City	Sue Rieger	1/4-6/2011
46862	Fairfield	11	*Bloom-Carroll Local	Sue Rieger	2/15-17/2010
43844	Montgomery	10	Dayton City	Linda Dotterweich	2/22-25/2011
149328	Muskingum	12	Foxfire Center For Student Success	Stephanie Falor	2/23-25/2011
44107	Butler	13	Hamilton City	Linda Dotterweich	2/8-11/2011
8286	Cuyahoga	3	Harvard Avenue Community School	John Magee	2/16-18/2011
49502	Ross	15	Huntington Local	Karla Spangler	2/8-10/2011
49452	Richland	7	Madison Local	Sue Rieger	2/15-17/2011
44578	Hamilton	13	Norwood City	Karla Spangler	2/22-25/2011
10182	Franklin	11	Performance Academy Eastland	Sue Rieger	2/1-3/2011
143578	Butler	13	Richard Allen Academy III	Linda Ziegler	2/1-3/2011
46847	Fairfield	11	Amanda-Clearcreek Local	Sue Rieger	3/29-31/2011
534	Cuyahoga	3	Constellation Schools: Puritas Community Middle	John Magee	3/2-4/2011
43901	Cuyahoga	3	East Cleveland City	Linda Dotterweich	3/8-11/2011
43950	Cuyahoga	3	Euclid City	Linda Dotterweich	3/29-31/2011
277	Franklin	11	*Scholars Community School	Linda Ziegler	3/29-31/2011
44008	Warren	13	Franklin City	Karla Spangler	3/22-24/2011
50278	Tuscarawas	12	Garaway Local	Stephanie Falor	3/29-31/2011
48702	Montgomery	10	Mad River Local	Stephanie Falor	3/8-10/2011
48637	Miami	10	Newton Local	Sue Rieger	3/2-4/2011
236	Hamilton	13	Ohio Connections Academy, Inc	John Magee	3/22-24/2011
133504	Hamilton	13	Phoenix Community Learning Ctr	Linda Ziegler	3/1-3/2011
143644	Scioto	15	Sciotoville	Linda Ziegler	3/22-24/2011
44727	Auglaize	6	St Marys City	Karla Spangler	3/8-10/2011
49759	Shelby	6	Anna Local	Stephanie Falor	4/12-14/2011
43562	Cuyahoga	3	Bedford City	Linda Dotterweich	4/12-14/2011
143412	Franklin	11	Crittenton Community School	John Magee	4/19-21/2011
47068	Fulton	1	Fayette Local	John Magee	4/5-7/2011
142950	Lucas	1	Ohio Virtual Academy	Karla Spangler	4/19-21/2011
44743	Erie	2	Sandusky City	Karla Spangler	4/5-7/2011
9953	Franklin	11	Sullivant Avenue Community School	Linda Ziegler	4/5-7/2011
143537	Franklin	11	Virtual Community School Of Ohio	Linda	4/19-21/2011
46060	Brown	14	Western Brown Local	Sue Rieger	4/13-15/2011
936	Cuyahoga	3	*Promise Academy	Karla Spangler	TBD

* = Selective Reviews

Indicator 4a Investigations

Indicator 4a: Suspension/Expulsion						
Significant Discrepancy (>1%, based on minimum group size of 30) in rates of suspensions and expulsions of SWD and SWOD for greater than 10 days in a school year						
	LEAs Investigated	Findings Issued	Did Not Respond	Individual Correction Verified	Systemic Correction Verified	Cleared
2008-2009	13	0	NA	NA	NA	NA
2009-2010	20	11	4	TBD	TBD	TBD
2010-2011	4	3	1	TBD	TBD	TBD
Totals	37	14	5	TBD	TBD	TBD

Indicator 4a: In the November, 2010 Summary Report, 11 LEAs were issued findings as a result of the investigation the previous year. They are in the process of demonstrating individual and systemic correction this year as a result of that finding. The data above indicates status to date – final correction data for these LEAs will not be available until November, 2011 (one year from written notification of finding).

In addition, 4 LEAs were targeted for investigation this year. OEC is currently in the process of issuing written notifications of noncompliance for 3 of these districts. Final correction data for these LEAs will not be available until one year from written notification of findings.

Indicator 9 and 10 Investigations

Indicator 10: Disproportionality						
Disproportionate Representation of Racial and Ethnic Groups in Specific Disability categories that was the Result of Inappropriate Identification (3.5 risk ratio, based on a minimum group size of 30)						
	LEAs Investigated	Findings Issued	Did Not Respond	Individual Correction Verified	Systemic Correction Verified	Cleared
2008-2009	0	0	0	0	0	0
2009-2010	0	0	0	0	0	0
2010-2011	2	TBD	0	TBD	TBD	TBD
Totals	2	TBD	0	TBD	TBD	TBD

Indicator 9: No LEAs met the criteria for investigation in the years addressed in this chart.

Indicator 10: In the November, 2010 Summary Report, 2 LEAs were targeted for investigation this year. OEC is currently in the process of conducting that investigation. If the LEA is found noncompliant, final correction data will not be available until one year from written notification of findings.

No LEAs met the criteria for investigation in the previous two years.

Indicator 20 Investigations

Indicator 20: Data Reporting Accurate and Timely submission of data (EMIS)						
	LEAs Investigated	Findings Issued	Did Not Respond	Individual Correction Verified	Systemic Correction Verified	Cleared
2008-2009	0	0	0	0	0	0
2009-2010	32	0	0	NA	NA	NA
2010-2011	92	TBD	12	TBD	TBD	TBD
Totals	124	TBD	12	TBD	TBD	TBD

Indicator 20: In the November, 2010 Summary Report, 92 LEAs were identified for investigation this year. These LEAs are investigated on the basis of non-reporting for Indicator 13 and 12, as well as suspected under-reporting for Indicator 12. OEC is currently in the process of determining if any of these LEAs have met the criteria for a systemic finding of noncompliance and issuing written notifications of noncompliance, as applicable. Final correction data for these LEAs will not be available until one year from written notification of findings.

Although OEC did not make Indicator 20 findings in previous years, OEC did investigate 32 LEAs in 2009-2010 with possible data reporting errors to establish a baseline for common issues and inform the development of business rules for making Indicator 20 findings. Through these investigations, OEC learned that 15 of these LEAs reported data that were not valid, reliable, or timely which affected the LEA's determinations.

SSTs used the information gained through these investigations to assist LEAs in the prevention of common reporting errors that would result in Indicator 20 findings in 2010-2011. Any of the 32 LEAs that were unable to correct their data reporting issues are included in the official Indicator 20 investigations occurring this year and will receive findings of noncompliance, if applicable.

Indicator 11 Findings

Indicator 11: Timely Evaluations Initial Evaluations Completed within 60 calendar days of parental consent					
	Findings Issued	Did Not Respond	Individual Correction Verified	Systemic Correction Verified	Cleared
2008-2009	284	1	284	282	282
2009-2010	239	4	239	224	224
2010-2011	160	34	156	TBD	TBD
Totals	683	39	679	506	506

Indicator 11: Ohio has shown improvement in this area as a result of increased focus on IDEA requirements for initial evaluations and accurate reporting of initial evaluation data. OEC and SSTs have provided numerous training opportunities and technical assistance documents (timeline calculator, FAQs, common mistakes, etc.) to LEAs over the past two years.

In the November, 2010 Summary Report, 160 LEAs were issued findings of noncompliance on this indicator. Final correction data for these LEAs will not be available until November, 2011 (one year from written notification of finding).

In addition, 63 LEAs were identified as having ongoing noncompliance in the November, 2010 Summary Report. Of those, 48 have now demonstrated individual and systemic correction. The remaining 15 LEAs are in the process of completing systemic correction this year and final correction data will not be available until November, 2011.

Two LEAs were unable to clear the November, 2008 finding of noncompliance within the one year timeline and have continued to demonstrate ongoing noncompliance. One of these LEAs has closed. The other was moved to selective review status and is being monitored by OEC.

Indicator 13 Findings

Indicator 13: Secondary Transition Students aged 16 and over with compliant transition plans in place					
	Findings Issued	Did Not Respond	Individual Correction Verified	Systemic Correction Verified	Cleared
2008-2009	43	0	43	43	43
2009-2010	26	0	26	26	26
2010-2011	2	0	TBD	TBD	TBD
Totals	71	0	69	69	69

Indicator 13: Ohio has shown improvement in this area as a result of increased focus on IDEA requirements for secondary transition and accurate reporting of secondary transition data. LEAs issued findings of noncompliance are required to participate in SST training on secondary transition requirements and are closely monitored by SST personnel specifically targeted to provide technical assistance to LEAs regarding secondary transition. In addition, OEC provides feedback on specific areas of noncompliance to be addressed when correcting transition plans for specific students.

In the November, 2010 Summary Report, 2 LEAs were issued findings of noncompliance on this indicator. Final correction data for these LEAs will not be available until November, 2011 (one year from written notification of finding).

Indicator 12 Findings

Indicator 12: Early Transition Timely transition from Part C to Part B services with an IEP implemented by the child's 3 rd birthday					
	Findings Issued	Did Not Respond	Individual Correction Verified	Systemic Correction Verified	Cleared
2008-2009	168 (62 districts)	0	All received FAPE	168	62 districts
2009-2010	72(47 districts)	0	All received FAPE	72	47 districts
2010-2011	3	0	All received FAPE	TBD	TBD
Totals					

Indicator 12: Ohio has shown improvement in this area as a result of increased focus on IDEA requirements for timely transitions and accurate **reporting** of transition data. OEC and SSTs have provided numerous training opportunities and technical assistance documents to LEAs over the past two years. Ohio participates in the Connect the Dots online training tool developed collaboratively with the regional resource center.

In the November, 2010 Summary Report, 3 LEAs were issued findings of noncompliance on this indicator. Final correction data for these LEAs will not be available until November, 2011 (one year from written notification of finding).

Profile

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) requires each state to have in place a State Performance Plan (SPP). This plan describes and evaluates the state's efforts to implement the requirements of IDEA. The SPP includes annual targets for 20 indicators identified by the Office of Special Education Programs at the U.S. Department of Education.

The Office for Exceptional Children (OEC) annually develops a Special Education Profile for each LEA, displaying the LEA's performance on SPP indicators. In order to support LEAs' ongoing efforts to improve results for children with disabilities, these indicators have been organized into four essential questions to help guide continuous improvement:

Indicator	Target	Result	Met/Not Met
Are young children with disabilities entering kindergarten ready to learn?			
12 Early Childhood Transition	100.00%	98.9%	Not Met
6 Preschool LRE	Not included at this time		
7a Social-Emotional Skills - Increased rate of growth	65% or greater	82.3%	Met
7a Social-Emotional Skills - Within age expectations	48% or greater	49.3%	Met
7b Early Literacy Skills - Increased rate of growth	67% or greater	82.6%	Met
7b Early Literacy Skills - Within age expectations	45% or greater	49.2%	Met
7c Appropriate Behaviors - Increased rate of growth	65% or greater	83.8%	Met
7c Appropriate Behaviors - Within age expectations	58% or greater	60.5%	Met
Are children with disabilities achieving at high levels?			
3a AYP Proficiency Rate	68% or greater	48.5%	Not Met
3b Participation Rate	98.7% or greater	98.7%	Met
3c Reading Proficiency Rate	75.5% or greater	44.3%	Not Met
3c Math Proficiency Rate	69.6% or greater	39.2%	Not Met
4a Discipline Discrepancy- Expulsion	0.2% or lower	0.2%	Met
4a Discipline Discrepancy - Suspension	1.7% or lower	0.4%	Met
4b Disproportionality - Discipline	0.0%	NR	NR
5a LRE - Inside Regular Class 80%	49.4% or greater	57.4%	Met
5b LRE - Inside Regular Class 40%	11.3% or lower	12.4%	Not Met
5c LRE - Separate Facilities	5.3% or lower	3.5%	Met
Are youth with disabilities prepared for life, work and postsecondary education?			
1 Graduation Rate	87.5% or greater	82.5%	Not Met
2 Dropout Rate	12.4% or lower	17.5%	Not Met
13 Secondary Transition Plan	100.0%	99.5%	Not Met
14a Enrolled in Higher Ed One Year After High School	Baseline	39.6%	NR
14b Enrolled in Higher Ed or Employed One Year After High School	Baseline	62.7%	NR
14c Enrolled in Higher Ed, Employed, or in Some Other Training Program One Year After High School	Baseline	66.6%	NR
Does the district implement IDEA to improve services for children with disabilities?			
8 Parent Involvement Survey	92.0% or greater	94.0%	Met
9 Disproportionality – All Categories	0.0%	0.0%	Met
10 Disproportionality – Specific Categories	0.0%	0.0%	Met
11 Child Find – Timely Initial Evaluations	100.0%	95.5%	Not Met
15 Timely Correction of Noncompliance	100.0%	75.0%	Not Met
16 Complaint Timelines	100.0%	100.0%	Met
17 Due Process Timelines	100.0%	100.0%	Met
18 Resolution Agreement Rate	52.0% or greater	53.0%	Met
19 Mediation Agreement Rate	90.0% or greater	81.9%	Not Met
20 Timely and Accurate Data	100.0%	97.6%	Not Met

Using Your Data for Continuous Improvement

The indicators have been organized into the four essential questions, noted in your results, to help you understand how the indicators affect results for children with disabilities, and how the indicators influence one another.

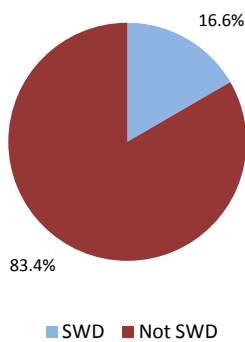
Some of the SPP indicators measure procedural compliance with IDEA, while others measure results for students with disabilities. Understanding the relationships among indicators and considering this when planning for continuous improvement can be a very effective mechanism to inform systems change, efficient use of funds, coordinated professional development, and ultimately improved outcomes for students.

Analyzing, interpreting, and using data is fundamental to successful and sustained improvement. Consider the following key points as you review your LEA's longitudinal data:

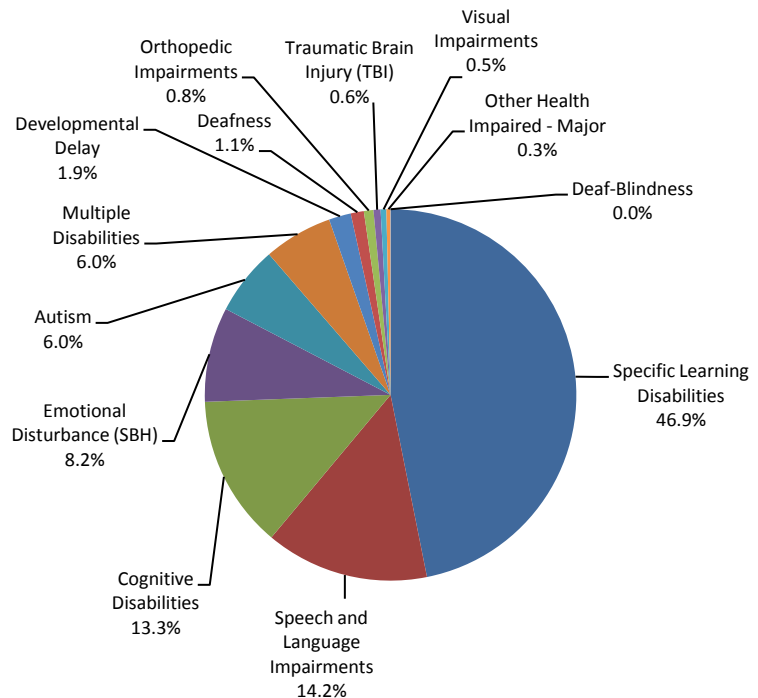
- What comparisons can be made? Can the data be disaggregated to reveal patterns among grade levels, buildings, and disability categories?
- Have you prioritized your LEA's critical issues based on the data?
- Have you explored potential underlying causes for areas needing improvement?
- Have you addressed outcomes for students with disabilities in your LEA's continuous improvement plan?

The following data regarding students with disabilities should be considered when analyzing the longitudinal indicator data.

Percent of Students With Disabilities



Disability Distribution



ESSENTIAL QUESTION 1:

Are young children with disabilities entering kindergarten ready to learn?

Indicator 12 Early Childhood Transition from Part C to Part B

09-10 Target:	100%	Met/Not Met:	Not Met
----------------------	------	---------------------	----------------

Measures the percent of children referred by IDEA Part C (early intervention) who are found eligible for Part B (preschool), and who have an IEP implemented by the third birthday.

Indicator 12 [Data Notes](#)

Indicator 12 [Resources](#)

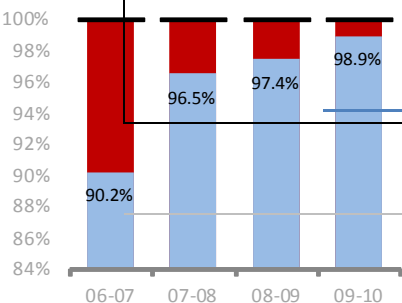
	Performance exceeding target
	Performance below target

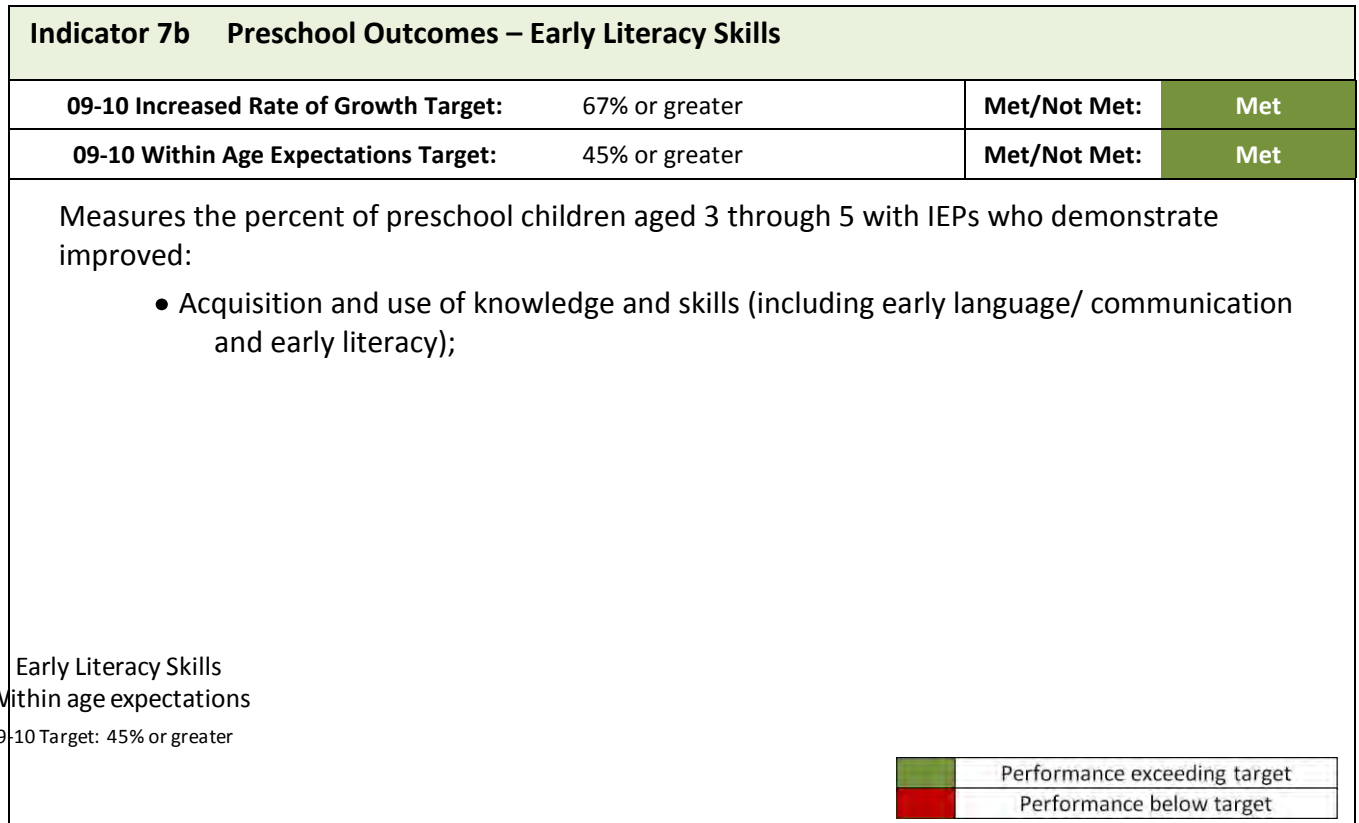
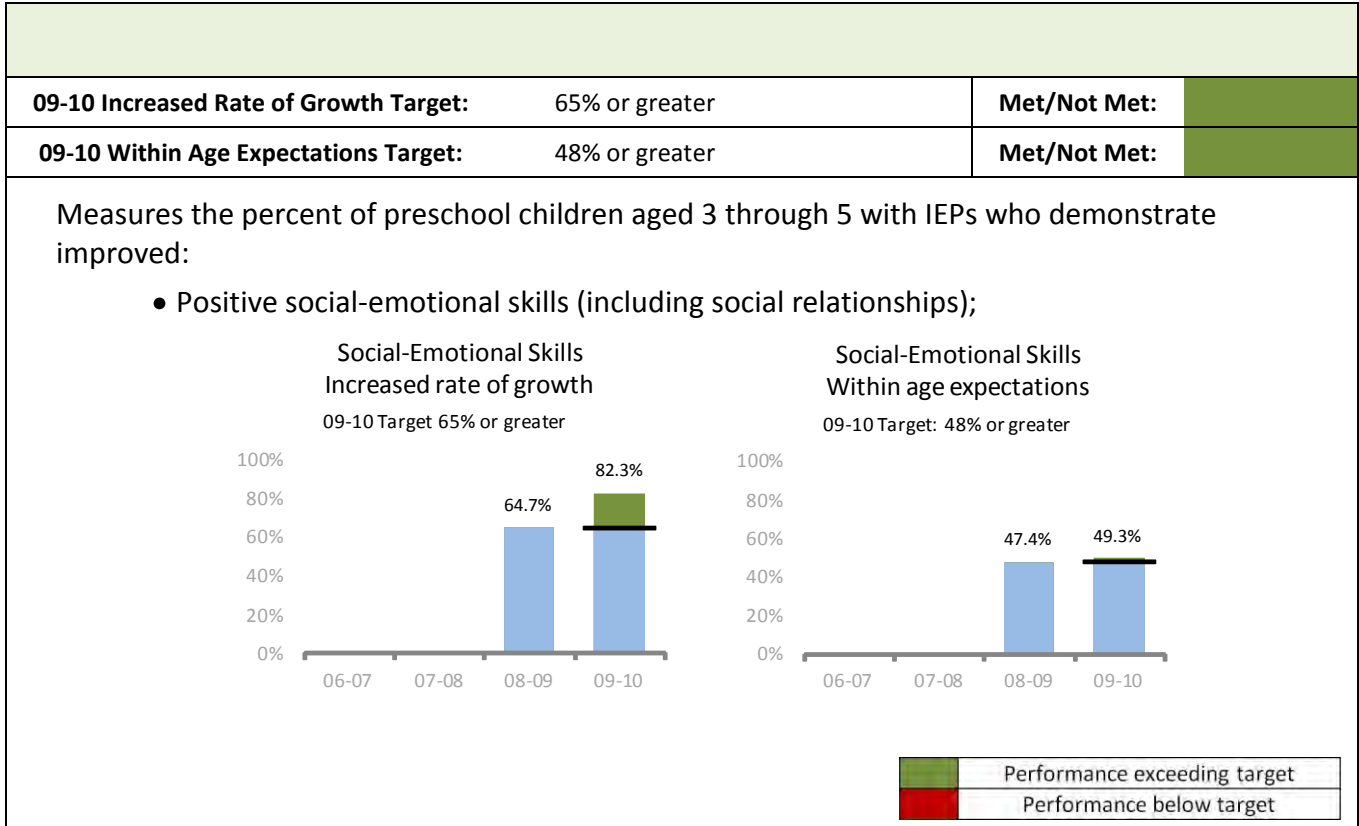
Measures the percent of children aged 3 through 5 with IEPs attending a:

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

In February, 2012 states will submit baseline data and targets for Indicator 6 in the 2010-2011 SPP/APR.

Early Childhood Transition from Part C to Part B
09-10 Target: 100%



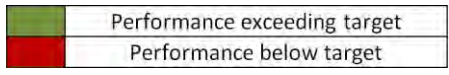


Indicator 7c Preschool Outcomes – Appropriate Behaviors

09-10 Increased Rate of Growth Target: 65% or greater	Met/Not Met:	Met
09-10 Within Age Expectations Target: 58% or greater	Met/Not Met:	Met

Measures the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- Use of appropriate behaviors to meet their needs.

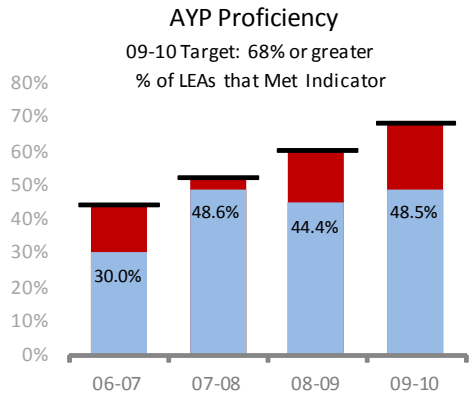


ESSENTIAL QUESTION 2:
Are children with disabilities achieving at high levels?

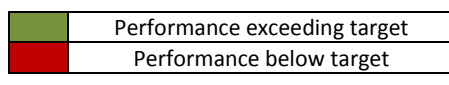
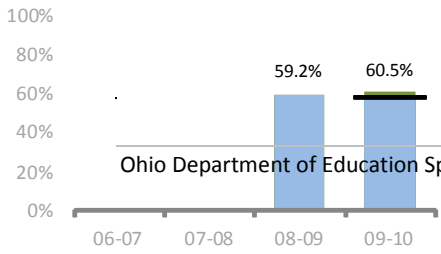
Indicator 3a AYP for Students with Disabilities

09-10 Target: 68% or greater	Met/Not Met:	Not Met
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Measures the percent of districts that met AYP in math and reading for the SWD subgroup.



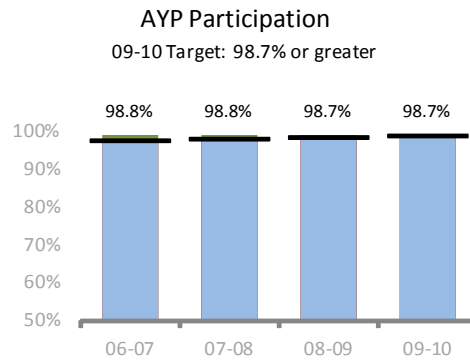
**Appropriate Behaviors
Within age expectations**
09-10 Target: 58% or greater



Indicator 3b Participation Rate

09-10 Target: 98.7% or greater	Met/Not Met: Met
---------------------------------------	--------------------------------

Measures the percent of students with disabilities who participate in statewide math and reading assessments.



Indicator 3 [Data Notes](#)
Indicator 3 [Resources](#)

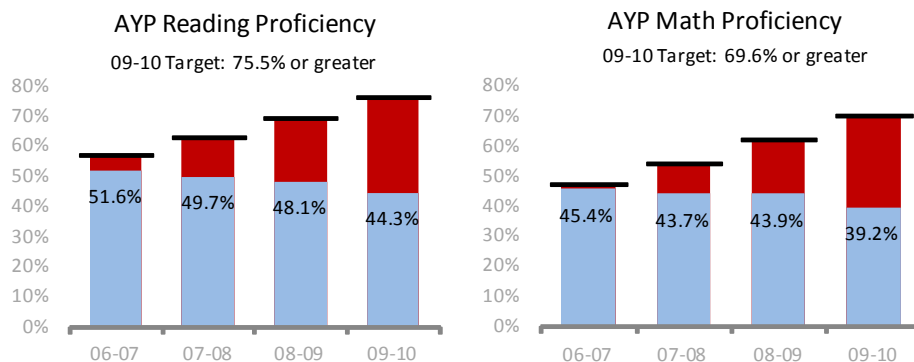
	Performance exceeding target
	Performance below target

Indicator 3c Proficiency Rate

2010 Reading Target: 75.5% or greater	Met/Not Met: Not Met
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2010 Math Target: 69.6% or greater	Met/Not Met: Not Met
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Measures the percent of students with disabilities who scored at or above the proficient level on statewide math and reading assessments.



Indicator 3 [Data Notes](#)
Indicator 3 [Resources](#)

	Performance exceeding target
	Performance below target

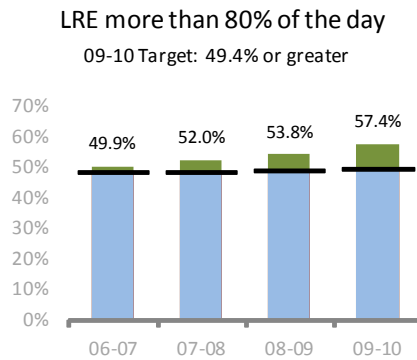
Indicator 4a Discipline Discrepancies																																
09-10 Expulsion Target:	0.2% or lower	Met/Not Met:	Met																													
09-10 Suspension Target:	1.7% or lower	Met/Not Met:	Met																													
<p>Measures the percent of districts identified with significant discrepancies in the rates of suspension and expulsion for more than 10 cumulative days between students with disabilities and nondisabled students.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Discipline Discrepancy -Expulsion</p> <p>09-10 Target: 0.2% or lower</p> <p>% of LEAs that did not meet Indicator</p> <table border="1"> <caption>Discipline Discrepancy -Expulsion Data</caption> <thead> <tr> <th>Year</th> <th>% of LEAs that did not meet Indicator</th> </tr> </thead> <tbody> <tr> <td>06-07</td> <td>0.1%</td> </tr> <tr> <td>07-08</td> <td>0.1%</td> </tr> <tr> <td>08-09</td> <td>0.0%</td> </tr> <tr> <td>09-10</td> <td>0.2%</td> </tr> </tbody> </table> </div> <div style="text-align: center;"> <p>Discipline Discrepancy -Suspension</p> <p>09-10 Target: 1.7% or lower</p> <p>% of LEAs that did not meet Indicator</p> <table border="1"> <caption>Discipline Discrepancy -Suspension Data</caption> <thead> <tr> <th>Year</th> <th>Performance below target (%)</th> <th>Performance exceeding target (%)</th> </tr> </thead> <tbody> <tr> <td>06-07</td> <td>3.6%</td> <td>2.4%</td> </tr> <tr> <td>07-08</td> <td>1.4%</td> <td>3.0%</td> </tr> <tr> <td>08-09</td> <td>2.3%</td> <td>0.7%</td> </tr> <tr> <td>09-10</td> <td>0.4%</td> <td>0.0%</td> </tr> </tbody> </table> </div> </div> <div style="text-align: right; margin-top: 10px;"> <table border="1" style="border-collapse: collapse;"> <tr> <td style="width: 20px; height: 15px; background-color: #6aa84f;"></td> <td>Performance exceeding target</td> </tr> <tr> <td style="width: 20px; height: 15px; background-color: #c00000;"></td> <td>Performance below target</td> </tr> </table> </div>				Year	% of LEAs that did not meet Indicator	06-07	0.1%	07-08	0.1%	08-09	0.0%	09-10	0.2%	Year	Performance below target (%)	Performance exceeding target (%)	06-07	3.6%	2.4%	07-08	1.4%	3.0%	08-09	2.3%	0.7%	09-10	0.4%	0.0%		Performance exceeding target		Performance below target
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Indicator 4 Data Notes																																
Indicator 4 Resources																																

Indicator 4b Discipline Discrepancies (By Race/Ethnicity)			
09-10 Target:	0.0%	Met/Not Met:	TBD
<p>Measures the percent of districts that have:</p> <ol style="list-style-type: none"> a) A significant discrepancy, 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 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. <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%; text-align: center;"> <p>Indicator 4b data are not yet available for 2009-2010 as reviews are being conducted to determine the number of districts with policies, procedures or practices that do not comply with IDEA discipline requirements.</p> </div> <div style="margin-top: 10px;"> <p>Indicator 4 Data Notes</p> <p>Indicator 4 Resources</p> </div>			

Indicator 5a School-age Least Restrictive Educational Environments > 80%

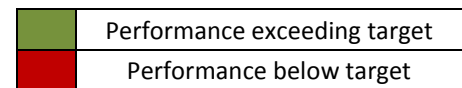
09-10 Target: 49.4% or greater **Met/Not Met:** **Not Met**

Measures the percent of children with IEPs ages 6 through 21 served inside the regular class 80 percent or more of the day.



Indicator 5 [Data Notes](#)

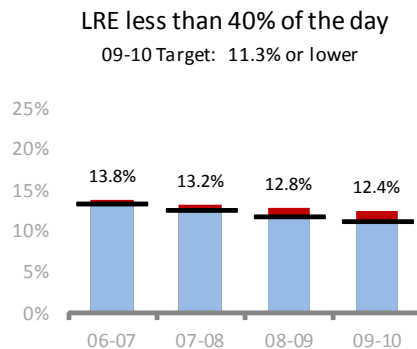
Indicator 5 [Resources](#)



Indicator 5b School-age Least Restrictive Educational Environments <40%

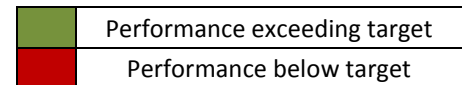
09-10 Target: 11.3% or lower **Met/Not Met:** **Not Met**

Measures the percent of children with IEPs ages 6 through 21 served inside the regular class less than 40 percent of the day.



Indicator 5 [Data Notes](#)

Indicator 5 [Resources](#)



Indicator 5c School-age Least Restrictive Educational Environments Separate Facilities

09-10 Target: 5.3% or lower	Met/Not Met: Met
------------------------------------	--------------------------------

Measures the percent of children with IEPs ages 6 through 21 served in separate facilities.

LRE Separate Facilities
09-10 Target: 5.3% or lower

4.1%	4.8%	4.1%	3.5%
06-07	07-08	08-09	09-10

Indicator 5 [Data Notes](#)
Indicator 5 [Resources](#)

	Performance exceeding target
	Performance below target

ESSENTIAL QUESTION 3:
Are youth with disabilities prepared for life, work and postsecondary education?

Indicator 1 Graduation

09-10 Target: 87.5% or greater	Met/Not Met: Not Met
---------------------------------------	------------------------------------

Measures the percent of students with disabilities graduating from high school with a regular diploma.

Graduation
09-10 Target: 87.5% or greater

84.2%	83.9%	82.9%	82.5%
06-07	07-08	08-09	09-10

Indicator 1 [Data Notes](#)
Indicator 1 [Resources](#)

	Performance exceeding target
	Performance below target

Indicator 2 Dropout											
09-10 Target: 12.4% or lower	Met/Not Met: Not Met										
<p>Measures the percent of students with disabilities dropping out of high school.</p> <div style="text-align: center;"> <p>Dropout</p> <p>09-10 Target: 12.4% or lower</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Dropout Data</caption> <thead> <tr> <th>Year</th> <th>Dropout Rate</th> </tr> </thead> <tbody> <tr> <td>06-07</td> <td>15.7%</td> </tr> <tr> <td>07-08</td> <td>16.1%</td> </tr> <tr> <td>08-09</td> <td>17.1%</td> </tr> <tr> <td>09-10</td> <td>17.5%</td> </tr> </tbody> </table> </div>		Year	Dropout Rate	06-07	15.7%	07-08	16.1%	08-09	17.1%	09-10	17.5%
Year	Dropout Rate										
06-07	15.7%										
07-08	16.1%										
08-09	17.1%										
09-10	17.5%										
Indicator 2 Data Notes Indicator 2 Resources	<table border="1" style="border-collapse: collapse;"> <tr> <td style="width: 20px; height: 15px; background-color: #6aa84f;"></td> <td>Performance exceeding target</td> </tr> <tr> <td style="width: 20px; height: 15px; background-color: #c00000;"></td> <td>Performance below target</td> </tr> </table>		Performance exceeding target		Performance below target						
	Performance exceeding target										
	Performance below target										

Indicator 13 Secondary Transition											
09-10 Target: 100%	Met/Not Met: Not Met										
<p>Measures the percent of youth ages 16 and above with an IEP that includes all eight required transition planning elements.</p> <div style="text-align: center;"> <p>Secondary Transition Plan</p> <p>09-10 Target: 100%</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Secondary Transition Plan Data</caption> <thead> <tr> <th>Year</th> <th>Percentage Meeting Target</th> </tr> </thead> <tbody> <tr> <td>06-07</td> <td>91.3%</td> </tr> <tr> <td>07-08</td> <td>89.8%</td> </tr> <tr> <td>08-09</td> <td>100%</td> </tr> <tr> <td>09-10</td> <td>99.5%</td> </tr> </tbody> </table> </div>		Year	Percentage Meeting Target	06-07	91.3%	07-08	89.8%	08-09	100%	09-10	99.5%
Year	Percentage Meeting Target										
06-07	91.3%										
07-08	89.8%										
08-09	100%										
09-10	99.5%										
Indicator 13 Data Notes Indicator 13 Resources	<table border="1" style="border-collapse: collapse;"> <tr> <td style="width: 20px; height: 15px; background-color: #6aa84f;"></td> <td>Performance exceeding target</td> </tr> <tr> <td style="width: 20px; height: 15px; background-color: #c00000;"></td> <td>Performance below target</td> </tr> </table>		Performance exceeding target		Performance below target						
	Performance exceeding target										
	Performance below target										

Indicator 14 Postschool Outcomes									
09-10 Target:	Baseline data								
Met/Not Met:	NR								
<table border="1"> <tr> <td>Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</td> <td>39.6%</td> </tr> <tr> <td>14a. Enrolled in higher education within one year of leaving high school.</td> <td></td> </tr> <tr> <td>14b. Enrolled in higher education or competitively employed within one year of leaving high school.</td> <td>62.7%</td> </tr> <tr> <td>14c. 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.</td> <td>66.6%</td> </tr> </table>		Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	39.6%	14a. Enrolled in higher education within one year of leaving high school.		14b. Enrolled in higher education or competitively employed within one year of leaving high school.	62.7%	14c. 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.	66.6%
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14c. 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.	66.6%								
<p>Indicator 14 Data Notes</p> <p>Indicator 14 Resources</p>									

ESSENTIAL QUESTION 4:
Does the state implement IDEA to improve services and results for children with disabilities?

Indicator 8 Facilitated Parent Involvement											
09-10 Target:	92% or greater										
Met/Not Met:	Met										
<p>Measures the percent of surveys completed by parents of preschool and or school-age children receiving special education services indicating that schools facilitated parent involvement as a means of improving services and results for children with disabilities.</p> <p style="text-align: center;">Parent Involvement Survey 09-10 Target: 92% or greater</p> <table border="1"> <caption>Parent Involvement Survey Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>06-07</td> <td>91.8%</td> </tr> <tr> <td>07-08</td> <td>93.8%</td> </tr> <tr> <td>08-09</td> <td>91.4%</td> </tr> <tr> <td>09-10</td> <td>94.0%</td> </tr> </tbody> </table>		Year	Percentage	06-07	91.8%	07-08	93.8%	08-09	91.4%	09-10	94.0%
Year	Percentage										
06-07	91.8%										
07-08	93.8%										
08-09	91.4%										
09-10	94.0%										
<p>Indicator 8 Data Notes</p> <p>Indicator 8 Resources</p>											

Indicator 9 Disproportionality (Across All Disability Categories)09-10 Target: 0.0% **Met/Not Met:** **Met**

Measures the disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Year	2006-2007	2007-2008	2008-2009	2009-2010
Target	0%	0%	0%	0%
Performance	0%	0%	0%	0%

Indicator 9 [Data Notes](#)Indicator 9 [Resources](#)**Indicator 10 Disproportionality (Specific Disability Categories)**09-10 Target: 0.0% **Met/Not Met:** **Met**

Measures the disproportionate representation of racial and ethnic groups in the following disability categories: Specific Learning Disabilities (SLD); Cognitive Disabilities (CD); Emotional Disturbance (ED); Speech/Language Impairments; Other Health Impairments (OHI); and Autism (AU) that is the result of inappropriate identification.

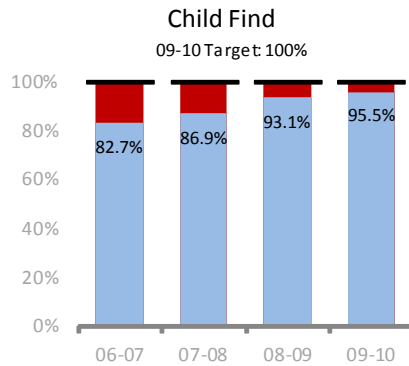
Year	2006-2007	2007-2008	2008-2009	2009-2010
Target	0%	0%	0%	0%
Performance	0%	0%	0%	0%

Indicator 10 [Data Notes](#)Indicator 10 [Resources](#)

Indicator 11 Child Find

09-10 Target: 100%	Met/Not Met: Not Met
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Measures the percent of children with parental consent to evaluate, whose initial evaluations were completed within 60 calendar days.



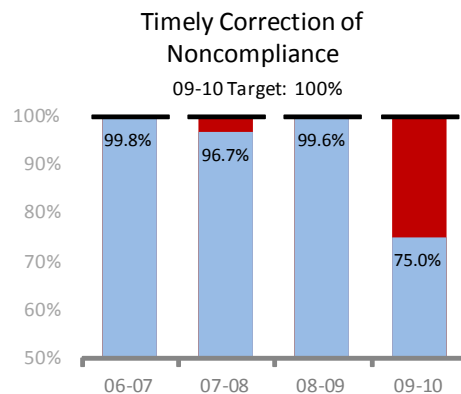
Indicator 11 [Data Notes](#)
 Indicator 11 [Resources](#)

	Performance exceeding target
	Performance below target

Indicator 15 Timely Correction of Noncompliance Findings

09-10 Target: 100%	Met/Not Met: Not Met
---------------------------	------------------------------------

Measures the percent of LEA findings of noncompliance that were corrected as soon as possible but in no case later than one year from identification.

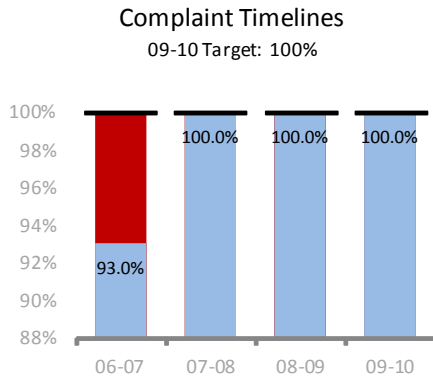


Indicator 15 [Data Notes](#)

Indicator 16 Complaint Timelines

09-10 Target:	100%	Met/Not Met:	Met
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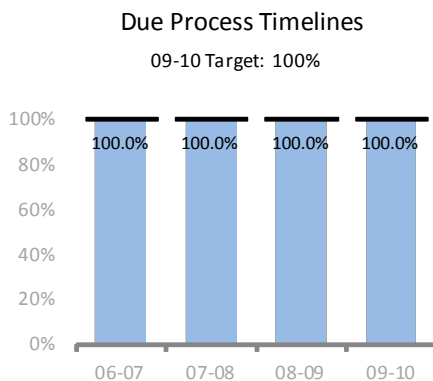
Measures the percent of signed written complaints with reports issued that were resolved within 60-day timeline.



Indicator 17 Due Process timelines

09-10 Target:	100%	Met/Not Met:	Met
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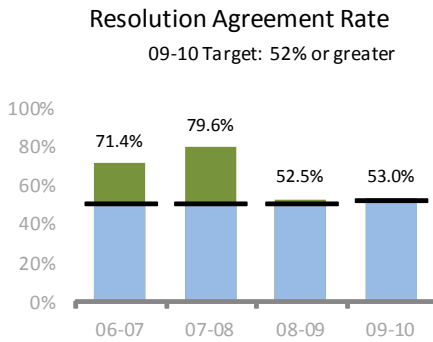
Measures the percent of due process hearing requests that were adjudicated within the 45-day timeline, or a timeline that is properly extended by the hearing officer at the request of either party, or in the case of an expedited hearing, within the required timeline.



Indicator 18 Resolution Agreement Rate

09-10 Target:	52% or greater	Met/Not Met:	Met
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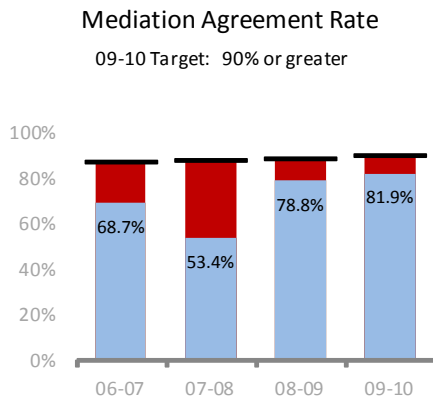
Measures the percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.



Indicator 19 Mediation Agreement Rate

09-10 Target:	90% or greater	Met/Not Met:	Not Met
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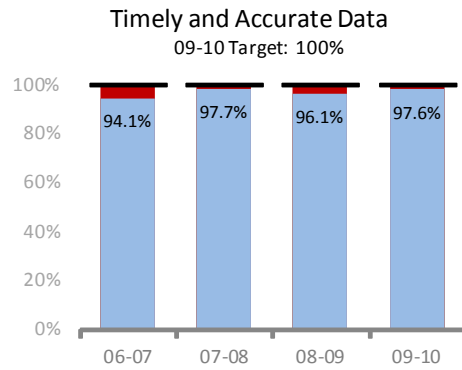
Measures the percent of mediations held that resulted in mediation agreements.



Indicator 20 Timely and Accurate Data

09-10 Target: 100%	Met/Not Met: Not Met
---------------------------	------------------------------------

Measures the percent of state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.



Indicator 20 [Data Notes](#)