

# Special Education Profiles & Ratings



Kara Waldron · September 2020

# Overview

What are Special Education Profiles?

What's different about the 2020-2021 Profile?

Ohio's 2020 Determination & District Special Education Ratings

# What are Special Education Profiles?



# Special Education Profiles

Created annually for each district and community school

Display performance over time on key indicators for students with disabilities

Notify the district of any required activities for each indicator



Are young children with disabilities entering kindergarten ready to learn?

- Indicator 6 Preschool Educational Environments
- Indicator 7 Preschool Outcomes
- Indicator 12 Early Childhood Transition from Part C to Part B

Are children with disabilities achieving at high levels?

- Indicator 3 Assessment Participation & Performance
- Alternate Assessment Participation
- Indicator 4 Suspension/Expulsion
- Indicator 5 School-age Educational Environments

Are youth with disabilities prepared for life, work and postsecondary education?

- Indicator 1 Graduation
- Federal Graduation Rate
- Indicator 2 Dropout
- Indicator 13 Secondary Transition
- Indicator 14 Postsecondary Outcomes

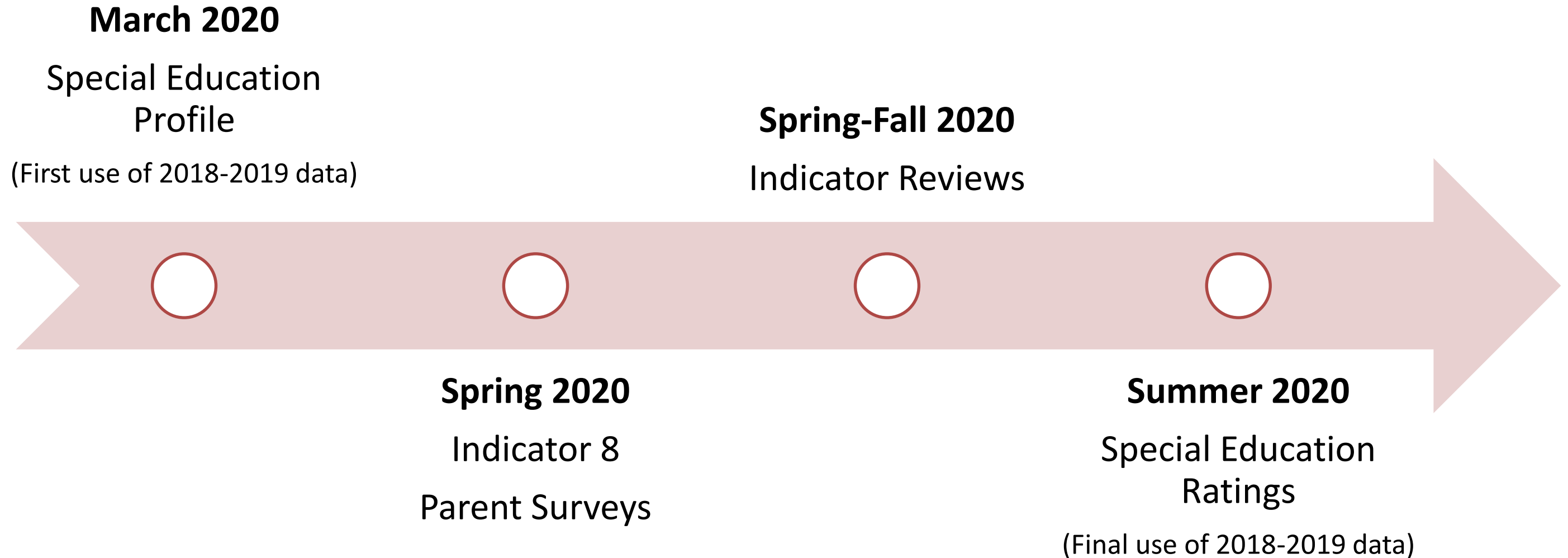
Does the district implement IDEA to improve services and results for children with disabilities?

- Indicator 8 Facilitated Parent Involvement
- Indicator 11 Initial Evaluation Timelines
- Indicator 15 Timely Correction of Noncompliance Findings
- Indicator 20 Timely and Accurate Data

Are children receiving equitable services and supports?

- Disproportionality: Identification for Special Education (Indicators 9 & 10)
- Disproportionality: Placement of Students with Disabilities
- Disproportionality: Discipline of Students with Disabilities

# Best Laid Plans...



# **What's different about the 2020-2021 Special Education Profiles?**



# **2020-2021 Special Education Profiles**

Consolidate required actions for  
19-20 & 20-21

One or both years may trigger  
a required action

Districts will complete one process  
regardless of which year of data  
triggers the required action

Each district's 2020 Special  
Education Rating will be released  
with the profile



# Two-Phase Profile Release



## Phase I

Indicator 3c Math & Reading Proficiency

Alternate Assessment

Indicator 4 Suspension/Expulsion

Indicator 8 Facilitated Parent Involvement

Indicator 11 Initial Evaluation Timelines

Indicator 12 Early Childhood Transition

Indicator 13 Secondary Transition

Indicator 14 Postsecondary Outcomes

Indicator 15 Timely Correction of Noncompliance

Significant Disproportionality



## Phase II

Indicator 1 Graduation

Federal Graduation Rate

Indicator 2 Dropout

Indicator 3b Assessment Participation

Indicator 5 School-age Educational Environments

Indicator 6 Preschool Educational Environments

Indicator 7 Preschool Outcomes

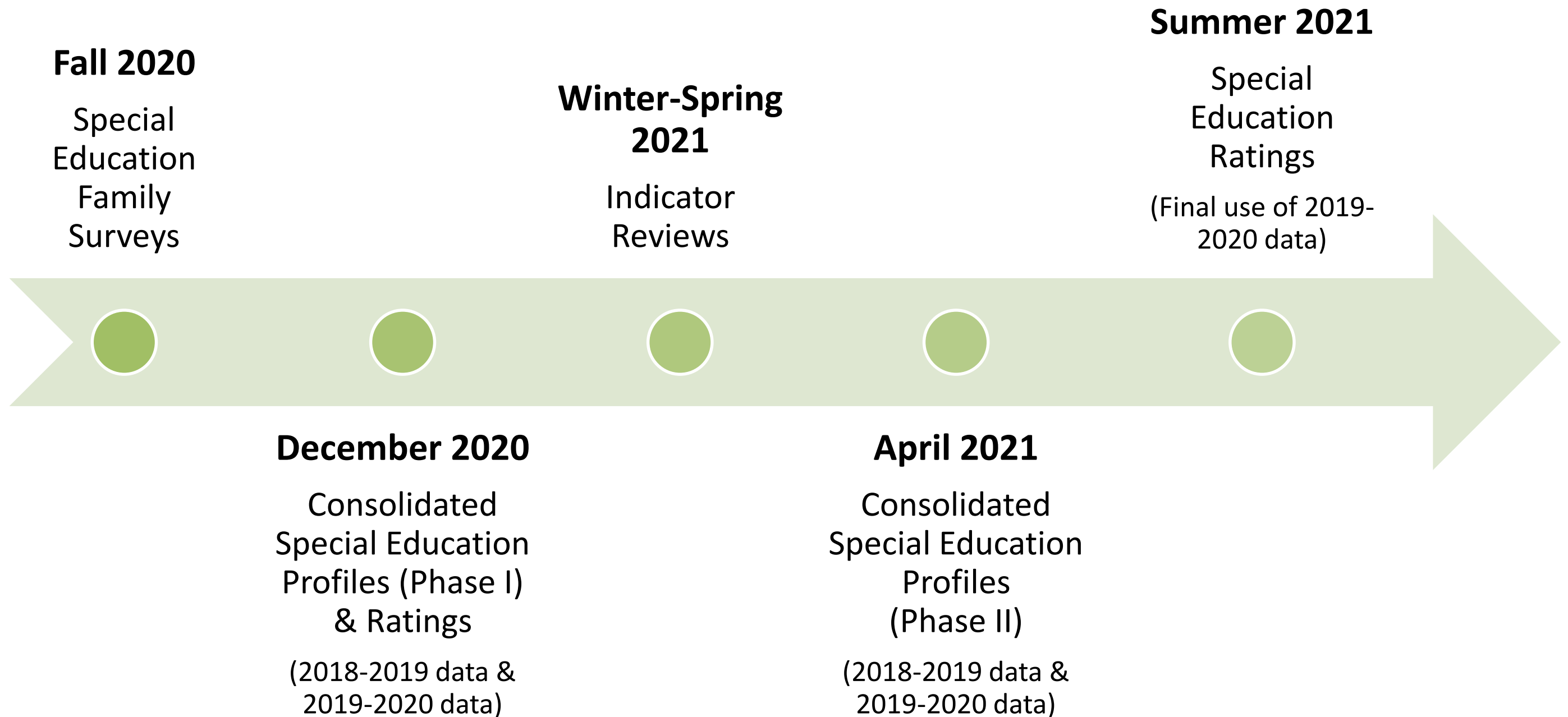
# Special Education Family Survey (Indicator 8)

Typically  
collected in the  
spring

Will be collected  
in the fall and  
spring this year

New, short online  
survey

# Consolidated Profiles & Ratings Timeline



# New Significant Disproportionality Section

NEW



## ESSENTIAL QUESTION 5 - ARE CHILDREN RECEIVING EQUITABLE SERVICES AND SUPPORTS?

+ WHAT IS SIGNIFICANT DISPROPORTIONALITY?

+ IN WHAT CATEGORIES IS SIGNIFICANT DISPROPORTIONALITY MEASURED?

+ HOW IS SIGNIFICANT DISPROPORTIONALITY CALCULATED?

Disproportionality: Identification for Special Education  
(Indicators 9 & 10)

Target: Risk ratio less than or equal to 3.50

Result:  $\leq 3.50$

★ Met

+ MORE INFORMATION

Disproportionality: Placement of Students with Disabilities

Target: Risk ratio less than or equal to 3.50

Result:  $\leq 3.50$

★ Met

+ MORE INFORMATION

Disproportionality: Discipline of Students with Disabilities

Target: Risk ratio less than or equal to 3.50

Result:  $> 3.50$



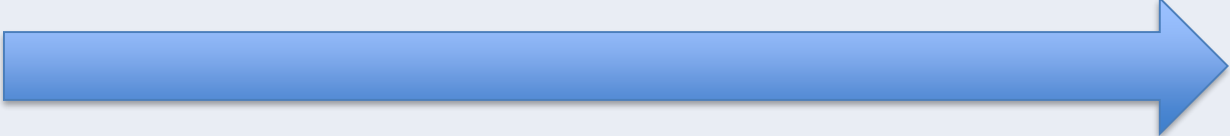



Not Met

+ MORE INFORMATION

# Significant Disproportionality Overview

Discipline						
In-school suspensions of 10 days or fewer						
Racial Group	Target	Result	Ratio Type	Trend	More	
Black	≤3.50	Met	Regular	<div><div></div><div></div><div></div></div>	<div></div>	
Multiracial	≤3.50	Met	Regular	<div><div></div><div></div><div></div></div>	<div></div>	
White	≤3.50	Met	Regular	<div><div></div><div></div><div></div></div>	<div></div>	
In-school suspensions of more than 10 days						
Black	≤3.50	NOT MET	Alternate	<div><div></div><div></div><div></div></div>	<div></div>	
Out-of-school suspensions of 10 days or fewer						

# Communication Timeline

	September	October	November	December
Update Department website				
Communicate through EdConnection and Exceptional Children listserv				
Review each month with State Support Teams				
Meet with Ohio Association of Pupil Services Administrators (OAPSA)				
Announce release through EdConnection and Exceptional Children listserv				



# Ohio's 2020 Special Education Determination



Ohio's 2020 District Special Education Ratings



# Annual Special Education Determination

Each state receives an annual rating on its implementation of IDEA, known as its determination

Based on a combination of compliance data and student results data

# Determination Categories

- 1 Meets Requirements
- 2 Needs Assistance
- 3 Needs Intervention
- 4 Needs Substantial Intervention

# Determinations Indicators

## Reading and Math Assessment

- 4<sup>th</sup> and 8<sup>th</sup> grade students with disabilities
- Participation in regular statewide assessments
- Scoring at basic or above on the National Assessment of Educational Progress
- Inclusion in the National Assessment of Educational Progress

## Exiting

- Percentage of students with disabilities who dropped out
- Percentage of students with disabilities who graduated with a regular high school diploma

## Compliance

- Discipline discrepancies (Indicator 4b)
- Identification for special education (Indicators 9 & 10)
- Timely initial evaluations (Indicator 11)
- IEP developed and implemented by third birthday (Indicator 12)
- Secondary transition planning (Indicator 13)
- Timely & Accurate Data
- Timely State Complaint Decisions
- Longstanding noncompliance

# How Determinations Indicators are Scored

## Results

State must fall within the top third of rank ordered states

## Compliance

Data are valid and reflect at least 95% compliance

# Ohio's 2020 Determination

- One of 33 states receiving *Needs Assistance*
- Previously 2 consecutive years of *Meets Requirements*
- Based on both procedural compliance scores and student results scores from the **18-19** school year



# Overall Scoring

Ohio

## 2020 Part B Results-Driven Accountability Matrix

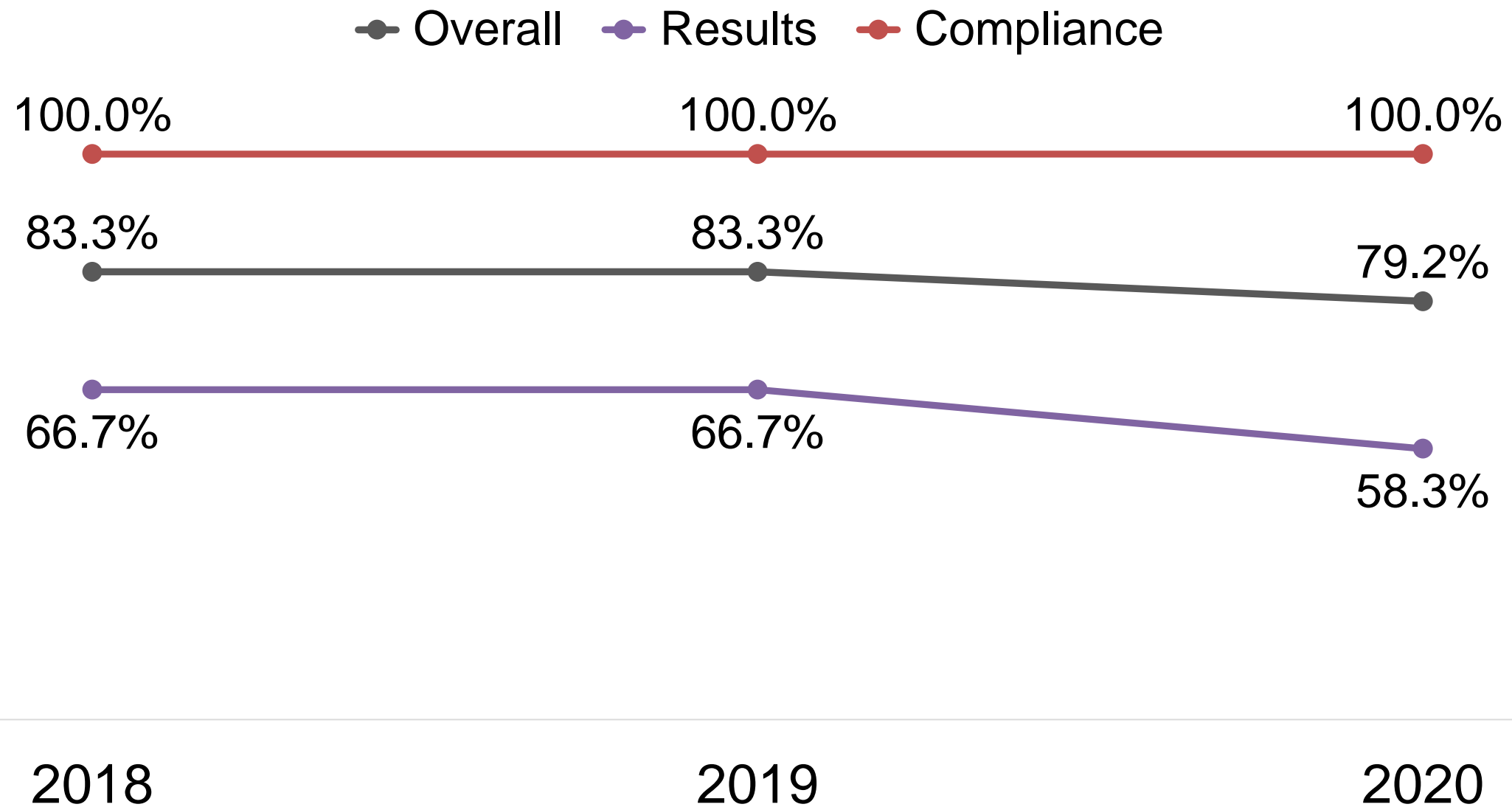
### Results-Driven Accountability Percentage and Determination<sup>1</sup>

Percentage (%)	Determination
79.17	Needs Assistance

### Results and Compliance Overall Scoring

	Total Points Available	Points Earned	Score (%)
Results	24	14	58.33
Compliance	20	20	100

# Ohio's Determination Scores





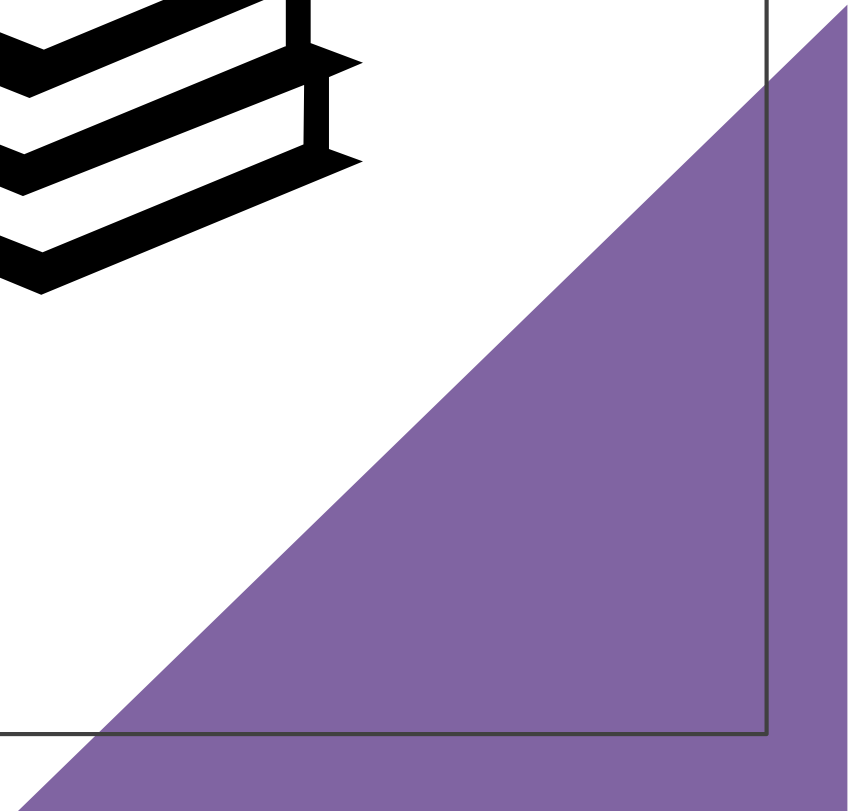
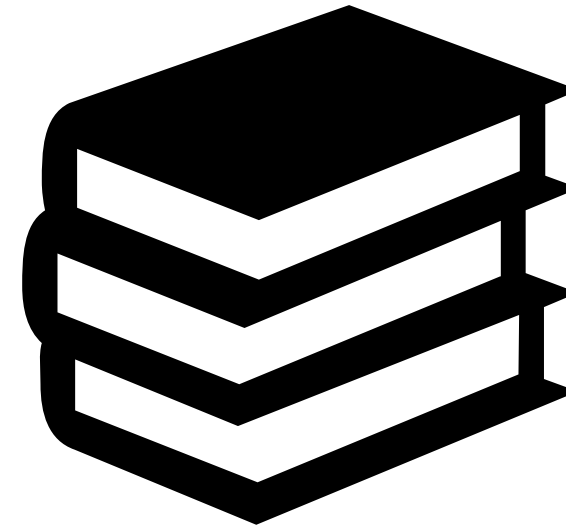
# 100% Compliance Score

Ohio has achieved 100% compliance score for 4 consecutive years!

Kudos to our school districts, community schools, ESCs, and SSTs!

Thank you!

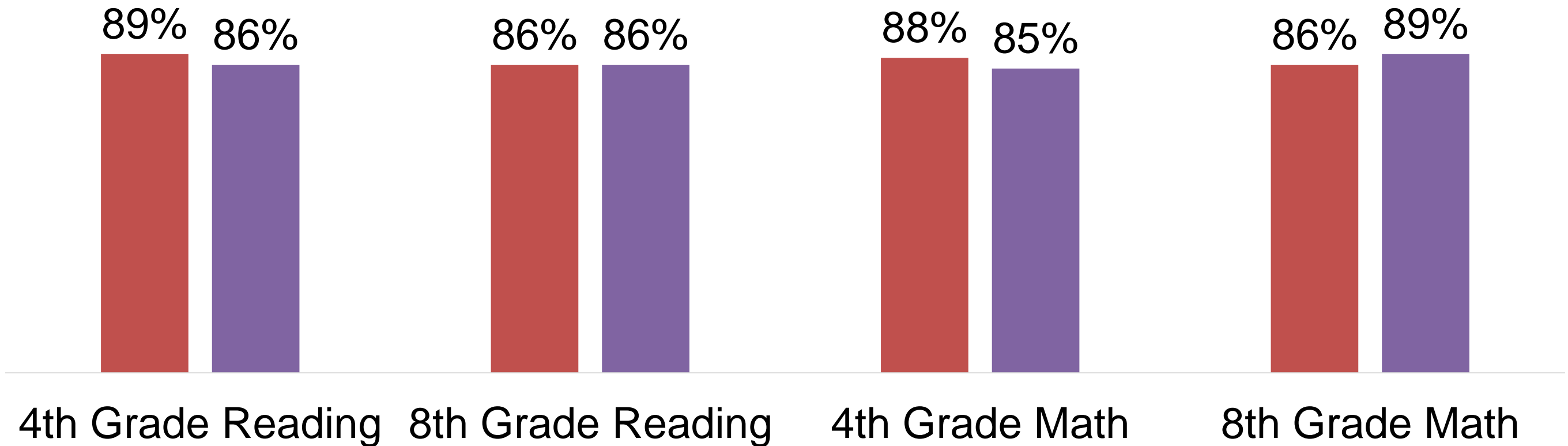
# Assessment



# NAEP Participation

Students with Disabilities Included in Testing on the National Assessment of Educational Progress

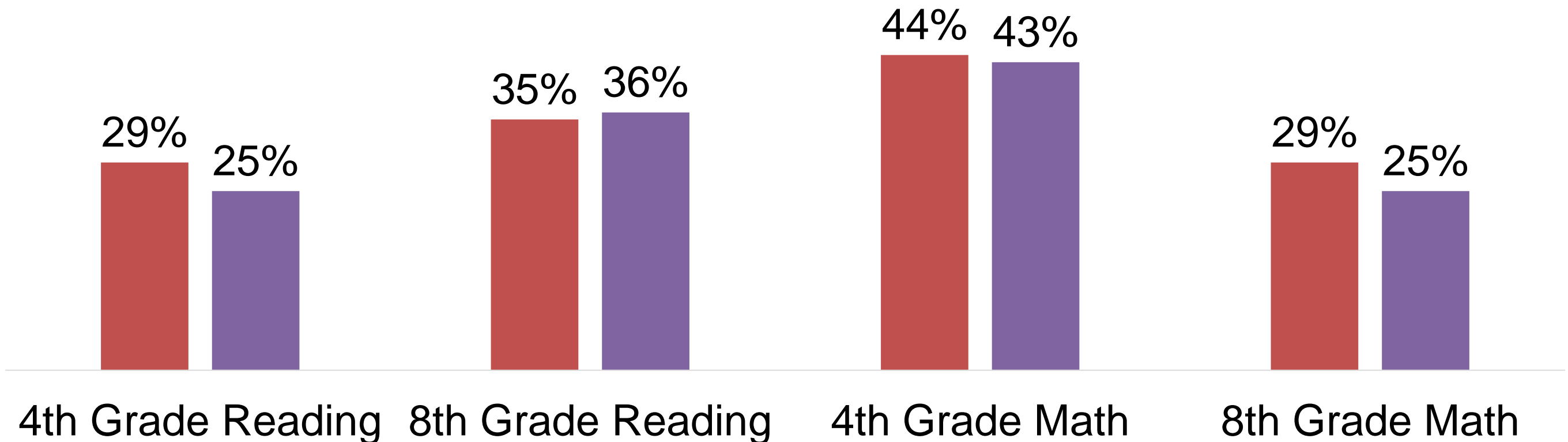
■ 2019 ■ 2020



# NAEP Performance

Students with Disabilities Scoring Basic or Above on the National Assessment of Educational Progress

■ 2019 ■ 2020

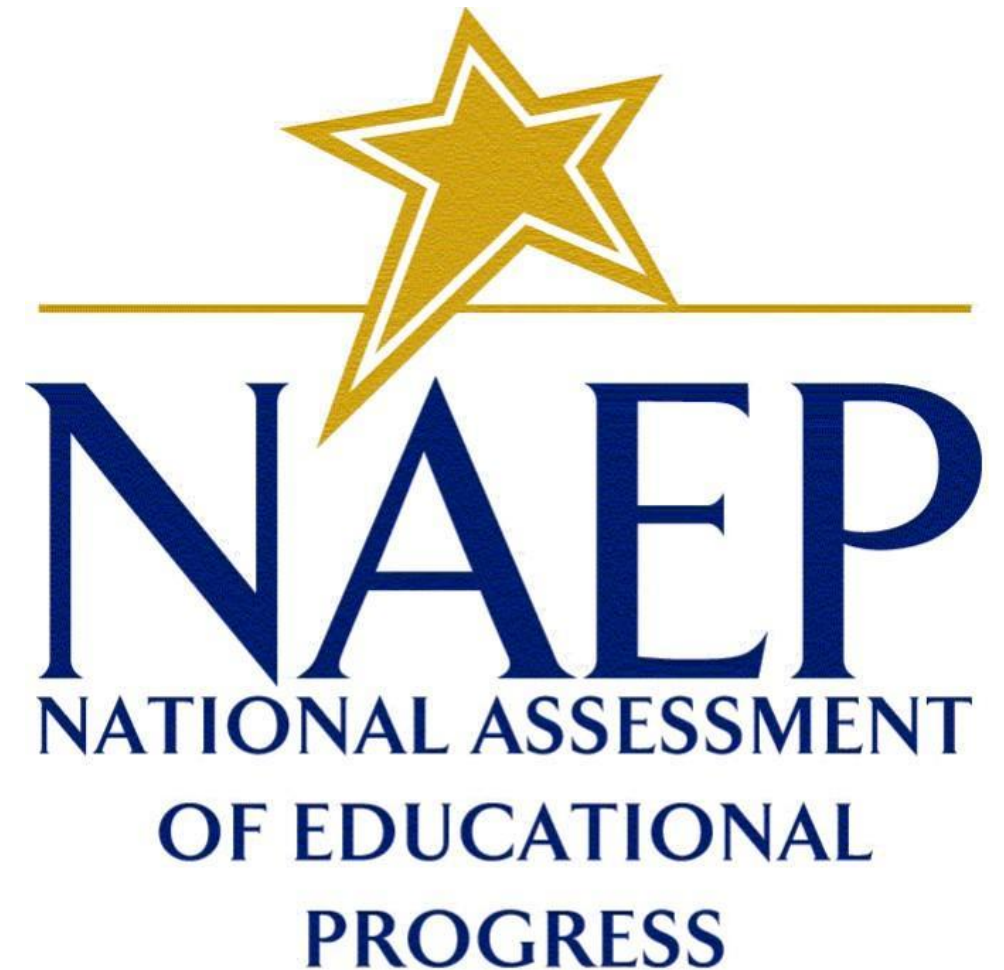


# A Note About the NAEP

8 of 12 assessment measures

About 100 public schools from each state participate

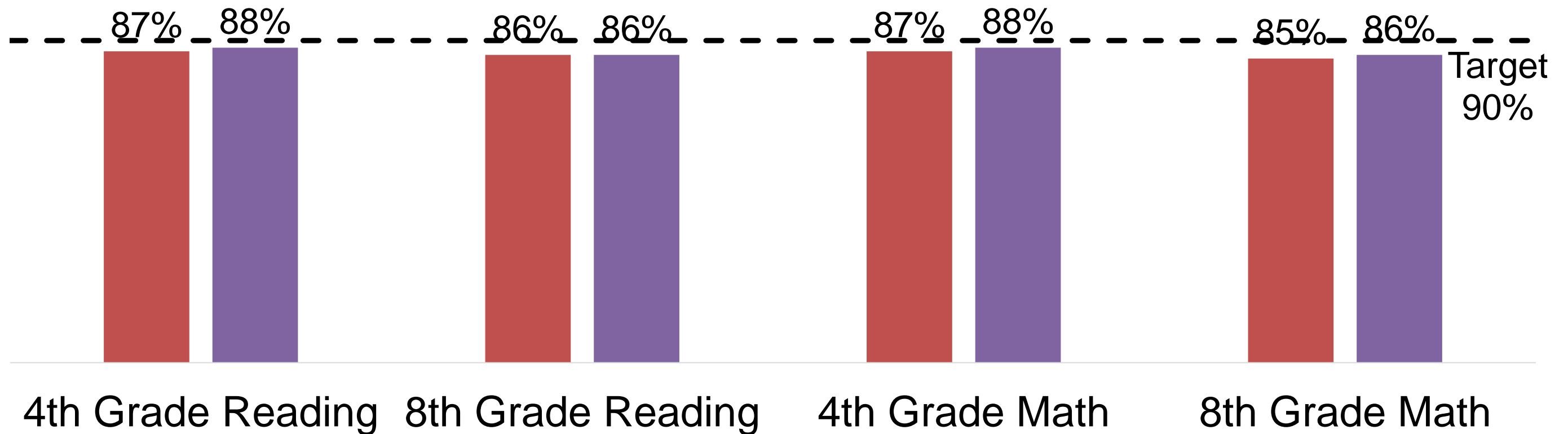
About 60 students tested from each participating school



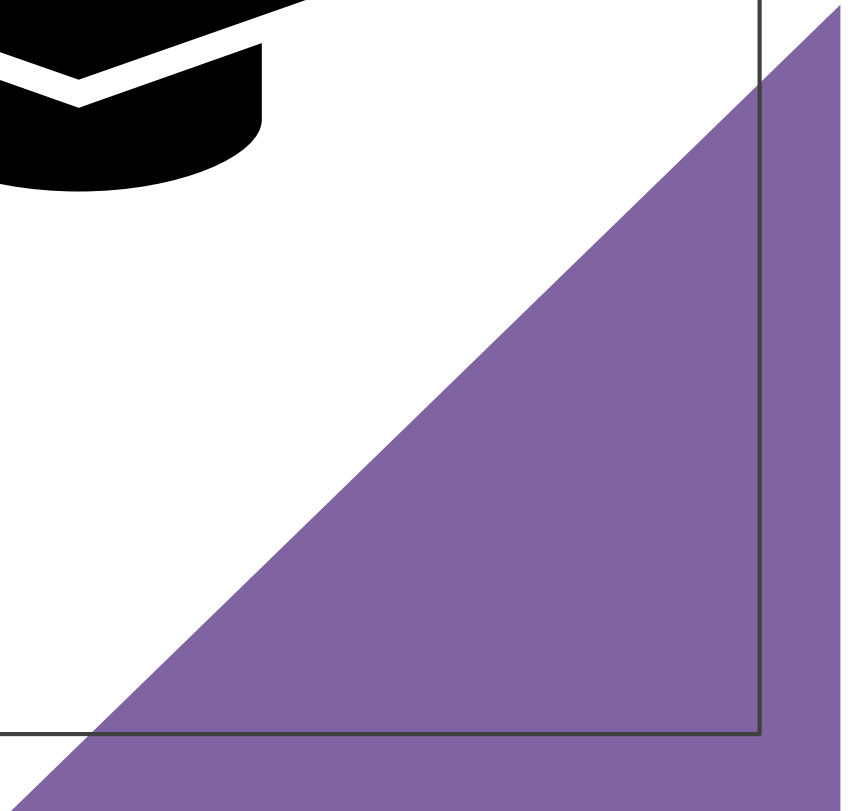
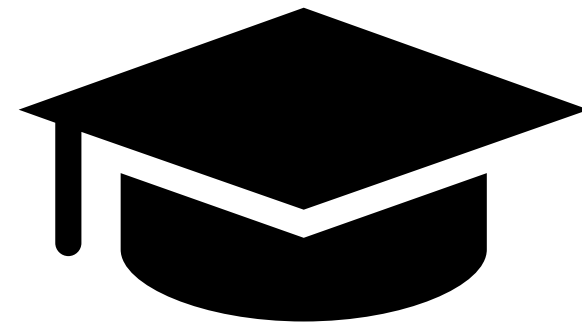
# Regular Statewide Assessment Participation

## Students with Disabilities Participating in Regular Statewide Assessments

■ 2019 ■ 2020 - Target



# Exiting

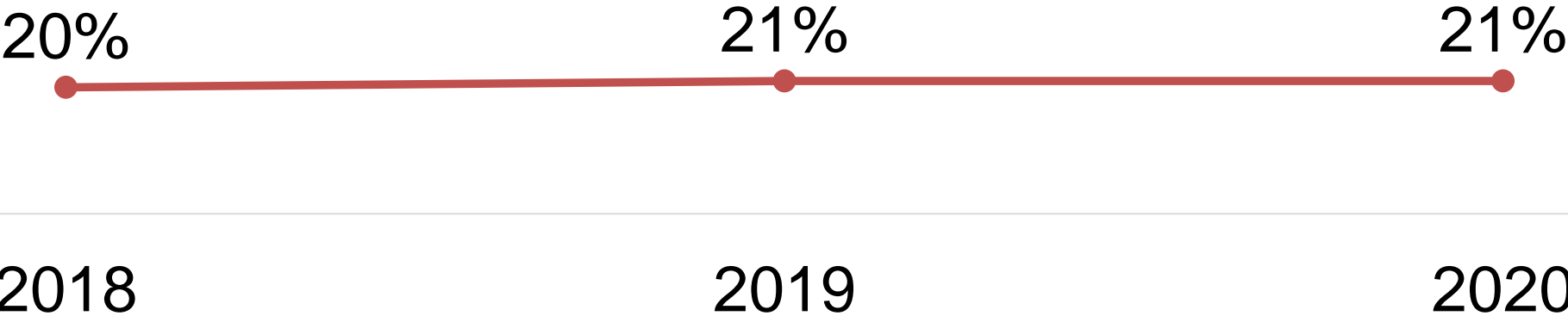




# Drop Out

## Students with Disabilities Who Dropped Out 2017-18

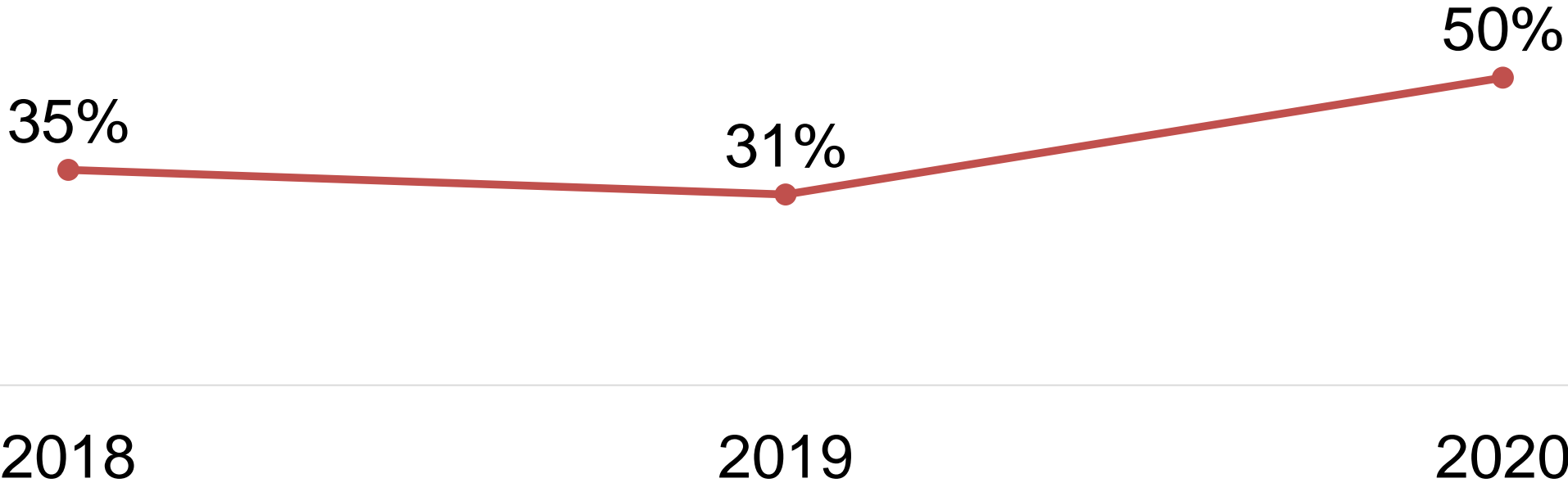
Score	Range
2	≤ 13%
1	21% - 14%
0	> 21%



# Graduation

## Students with Disabilities Who Graduated with a Regular High School Diploma 2017-18

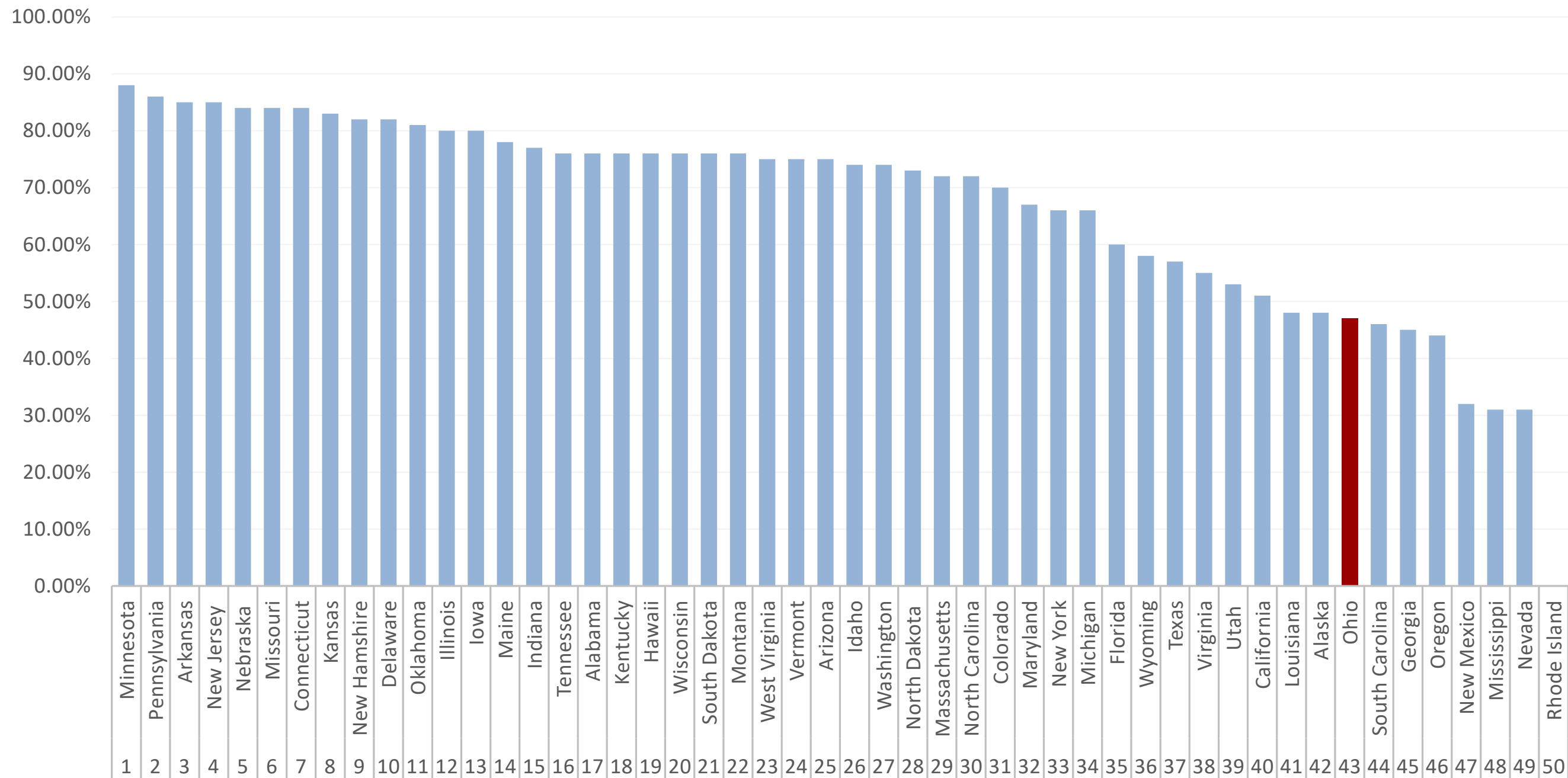
Score	Range
2	$\geq 79\%$
1	70 – 78%
0	$< 70\%$



Reflects the additional options provided to all students, not just students with disabilities

# 2016 State Determinations

## % of SWD Graduating with Regular Diploma



# Takeaways

**Ohio continues  
to score 100% on  
compliance  
measures**

**High alternate  
assessment  
rates continue  
to impact our  
determination**

**Lowest scoring  
area continues to  
be graduation**

# **2020 Determination Documents**

Ohio's Results Matrix

How the U.S. Department of  
Education Made Determinations

Ohio's Determination Letter

# Ohio's Special Education Ratings

- Local determinations known as *Special Education Ratings* in Ohio
- Based on same four categories as state determinations
- 2020 district ratings based on procedural compliance and student results data from the **18-19** school year



# 2020 Ratings Include:

**Performance on compliance indicators;**

**Timely correction of noncompliance;**

**Submission of valid, reliable and timely data;**

**IDEA-specific audit findings; and**

**Performance on results measures.**



# 2020 Compliance Indicators

Disproportionality in Identification for Special Education (Indicators 9 & 10)

Timely Initial Evaluations (Indicator 11)

IEP Developed & Implemented by Third Birthday (Indicator 12)

Secondary Transition Planning (Indicator 13)

Timely Correction on Noncompliance (Indicator 15)

Timely & Accurate Data (Indicator 20)

# Results Indicators

## Performance on Results Indicators

Indicator 3c:  
Reading

SWD scoring proficient in  
reading  
(all tested grades)

Indicator 3c:  
Math

SWD scoring proficient in  
math  
(all tested grades)

3<sup>rd</sup> Grade  
Reading

3<sup>rd</sup> grade SWD scoring  
proficient in reading

# Informational Results Indicators

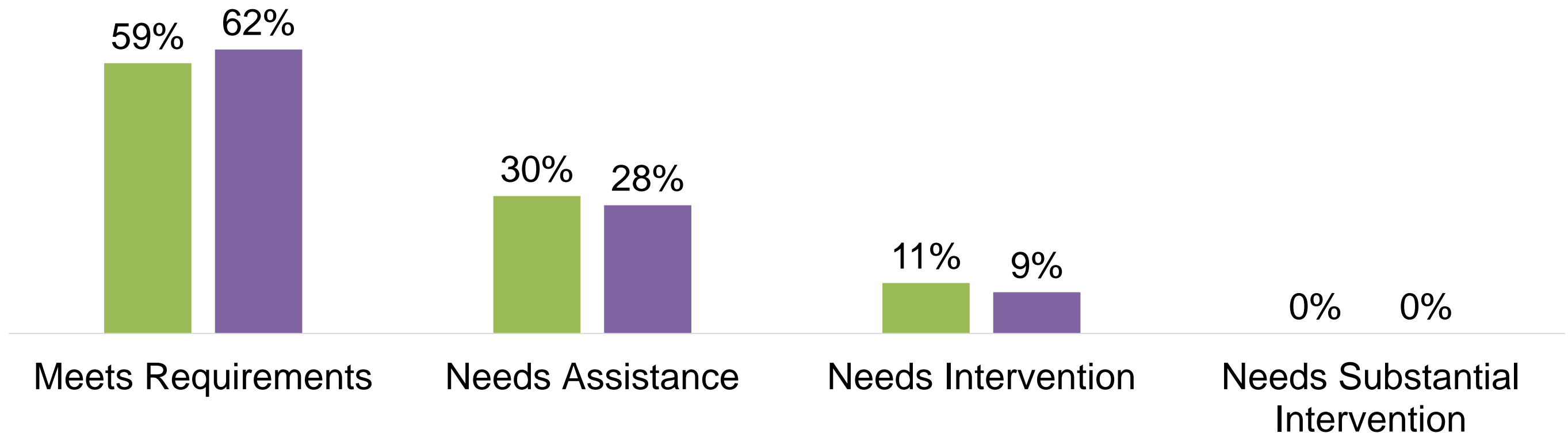
Percentage of SWD graduating by meeting standard requirements (federal graduation rate)

Percentage of SWD participating in alternate assessments (math & reading)

# Percentage of Districts Receiving Ratings

■ 2019 ■ 2020\*

\*Preliminary counts; subject to change after appeals period



# Number of Districts Receiving Ratings

Rating	Number of Districts Overall Rating	
	2019	2020*
Meets Requirements	581	640
Needs Assistance	292	292
Needs Intervention	105	95
Needs Substantial Intervention	0	0

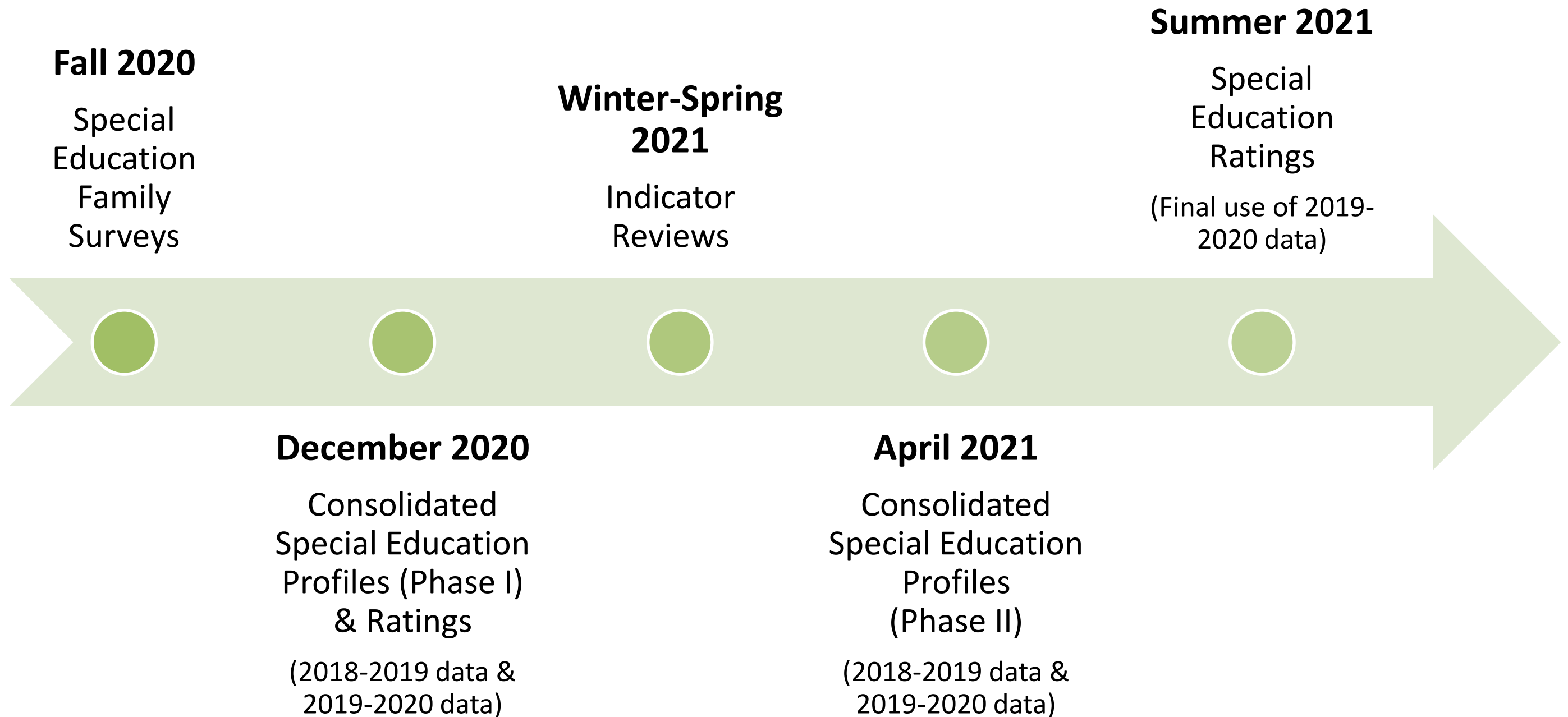
\*Preliminary counts; subject to change after appeals period

# Reasons for Lower 2020 Ratings

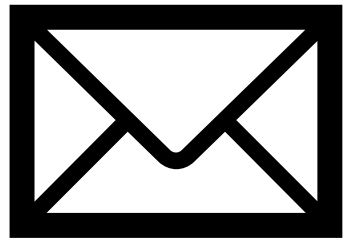
Reason for not receiving “Meets Requirements” in 2020	Number of Districts*
Compliance indicators	2
Results indicators	326
Compliance & results indicators	59

\*Preliminary counts; subject to change after appeals period

# Consolidated Profiles & Ratings Timeline



# Questions?



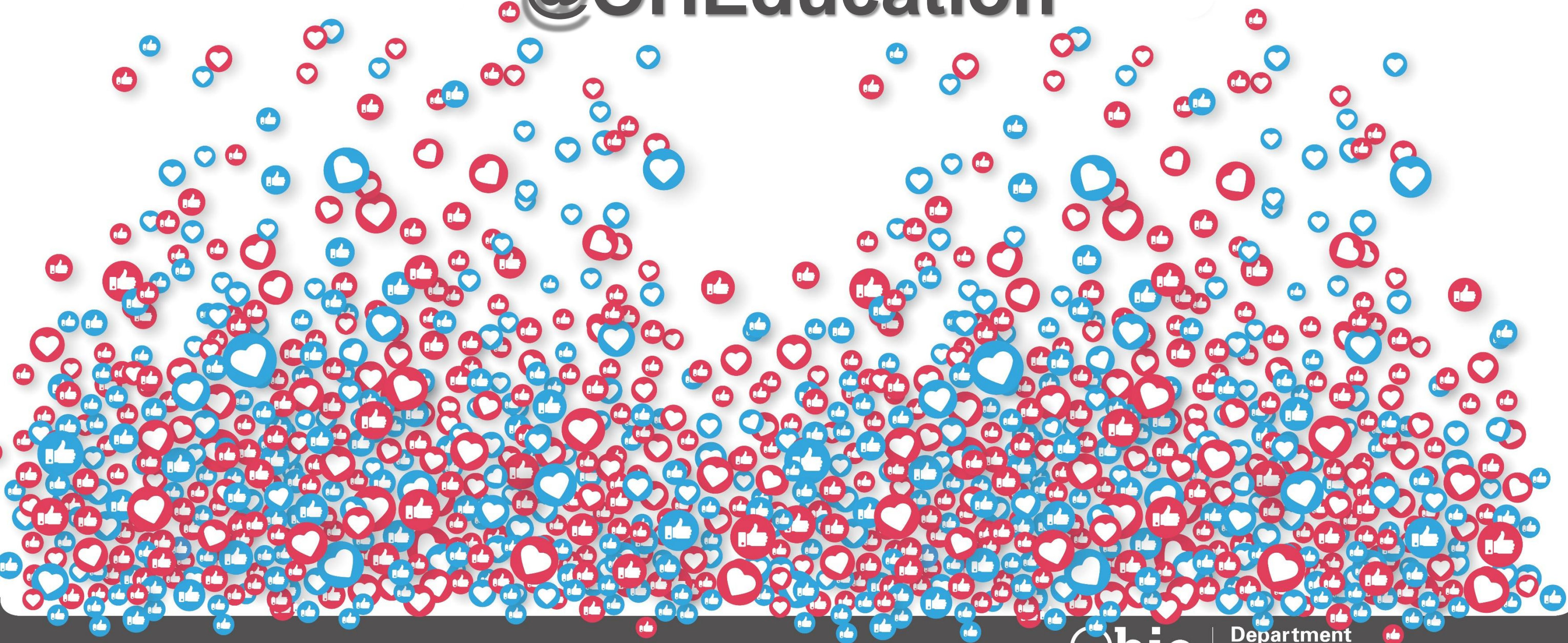
*Office for Exceptional Children*

[oec.monitoring@education.ohio.gov](mailto:oec.monitoring@education.ohio.gov)





@OHEducation



Ohio

Department  
of Education