



Ohio Special
Education
Profile

2013



January 2014



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.

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Dear Ohio Special Education Stakeholders,

Welcome to the Ohio Coalition for the Education of Children with Disabilities' (OCECD) *2013 Ohio Special Education Profile*.

This report provides a brief, but substantive, profile of the special needs student population in Ohio, including their 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 2011-2012 school year, students with disabilities accounted for 16.05% or 275,704 of the 1.7 million public school students in the state of Ohio. This means that nearly 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

2013 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 275,000 public school students with disabilities represent about 1 in 7 of the entire 1.7 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 7th (2011-2012) 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.

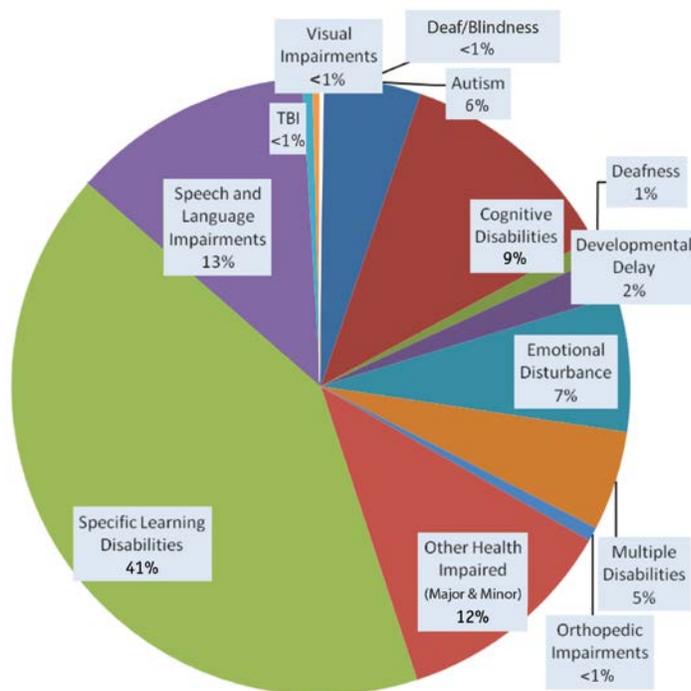
Under Ohio law, a "child with a disability" means a child who is at least three years of age and less than twenty-two years of age; who has an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional 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.

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, related services personnel, including school psychologists, 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 2001, 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. As of 2009, a 2006 based version of the weights was funded at 90 percent of their value.

Though essentially over-ridden by statewide school funding guarantees between FY 2009 and FY 2013, the state of Ohio continues to use a de facto six weight system for funding special education. The 2014-2015 state budget retains per pupil foundation funding with a cost-based, six-weight funding system.



While the weights are the same as they have been since 2009, they have been modified to be equivalent dollar amounts instead of multipliers.

In addition to state foundation aid received by all students, the state funded special education weighted funding was \$537.7 million in FY 2012 and \$569 million in FY 2013. The 2014-2015 budget amounts are \$754.0 million in FY 2014, an increase of 32.4%, and \$776.4 million in FY 2015. These increases relate primarily to a change in the state share assumptions and to the fact, unlike overall state aid, there was no district level growth cap for special education funding. Finally, preschool special education funding was increased significantly and was shifted from unequalized unit funding to equalized per pupil funding.

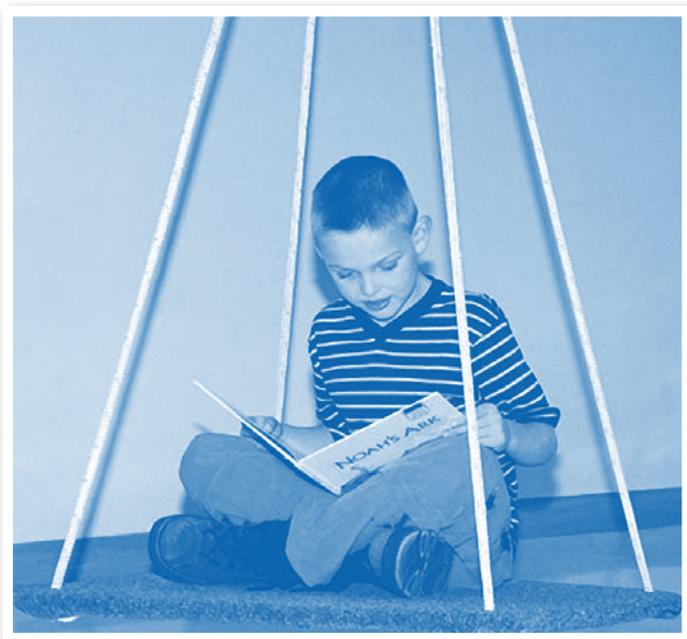
What is *Doe v. State of Ohio* and What Is Its Impact on Special Education in Ohio?

Doe v. State of Ohio is a certified class action lawsuit brought on behalf of over 275,000 preschool and school age Ohio students with disabilities. The defendants include the Governor, the State of Ohio and state education officials. The case is scheduled for trial in December 2013 before the U.S. District Court for the Southern District of Ohio, Eastern Division.

Plaintiffs claim that Ohio's system of funding special education causes widespread violations of the Individuals with Disabilities Education Act (IDEA) requirement for the provision of a free appropriate public education and discriminates against students with disabilities in violation of Section 504 of the Rehabilitation Act of 1973.

Specifically, plaintiffs allege that although the state adopted a cost based weighted per pupil formula, it has failed to fully fund it. As a result, school district officials in financially strapped districts make decisions about the provision of services to students with disabilities based on the availability of funds instead of the individualized needs of the student. The lack of appropriate services results in overly restrictive placements in violation of the federal law requirements for delivering services in the least restrictive setting and also, lack of meaningful educational progress for those students.

If plaintiffs prevail, the court could order the state to remedy the failure to comply with federal laws by providing full funding for special education services.



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 2011-2012 school year, Ohio's students with disabilities accounted for 16.05% or 275,704 of the student population. The largest percentage increases were seen in preschool special education, autism and students with other health handicapping conditions. The special education student enrollment table outlines this trend data in greater detail.

What Academic Progress are Students with Disabilities Making?

According to the 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 assessment test. 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.

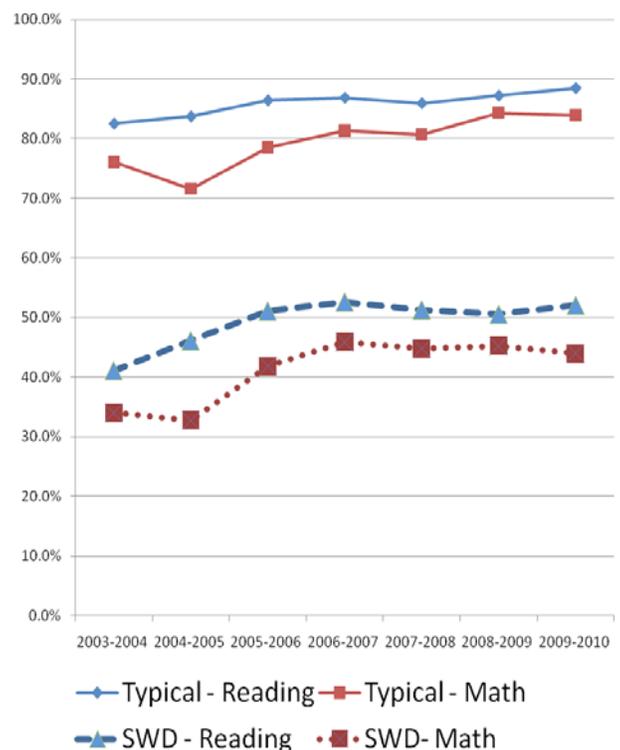
Over the past decade, special education graduation rates have increased steadily. Meanwhile, the general education graduation rates remained relatively stable before decreasing each of the past three years. As a result, the gap between general education and special education graduation rates has narrowed, though the reasons for this change are obviously not all positive. According to a May 2013 report from the National Center for Learning Disabilities, Ohio's graduation rate of 57% of students with specific learning disabilities leaving high school with a regular diploma lags the national average of 68%. While 17 states fall below this nationwide rate, half of all students with SLD in the country are educated in these states. If Ohio were to achieve the national average, it would mean 1,039 additional high school graduates in a school year.

Special education student enrollment table

	2011-2012
No Disability	1,441,619
Multiple Disabilities (other than Deaf/Blind)	13,452
Deaf/Blind	51
Deafness (Hearing Impairment)	2,494
Visual Impairments	1,105
Speech and Language Impairments	31,765
Orthopedic Impairments	1,731
Emotional Disturbance (SBH)	17,461
Cognitive Disabilities	25,763
Specific Learning Disabilities	105,387
Preschool child with disability	23,904
Autism	16,336
Tramatic Brian Injury (TBI)	1,480
Other Health Impaired – Major	651
Other Health Impaired – Minor	34,124
TOTAL STUDENTS	
W/DISABILITIES	275,704
TOTAL STUDENTS	1,717,323
% OF TOTAL POP.	16.05%

Source: Ohio Department of Education

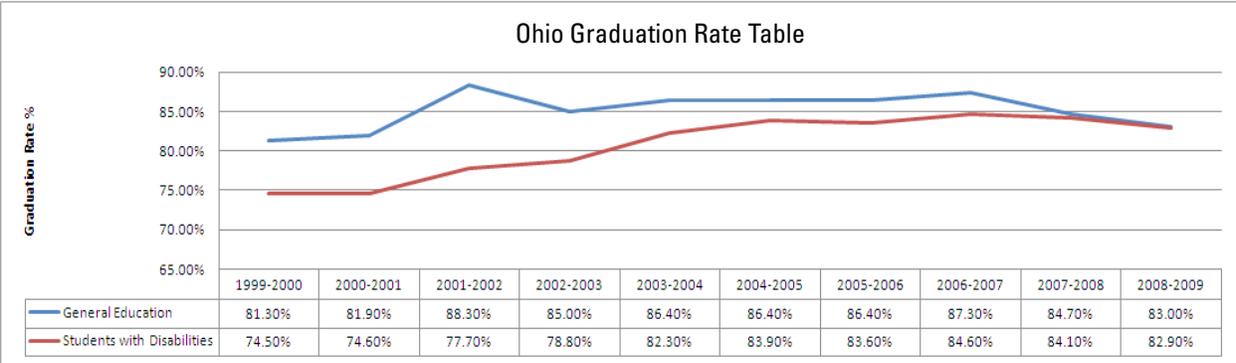
Special education student achievement chart



Source: Ohio Department of Education

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%.

Ohio Graduation Rate Table



Special Education Student Placement Options in Ohio

There are many educational placement options for students with disabilities in Ohio. Because of enrollment caps and capacity not all options, particularly scholarship or voucher programs are available to all students and should therefore be evaluated on a case-by-case basis.

1. **Traditional Public School.** There are 614 city, exempted village and local school districts in Ohio. Ohio’s traditional public school districts serve nearly 1.7 million students. Under Ohio and federal law, a traditional public school district (the district where the student resides) is required to provide services, including supplementary services, to any student with disabilities who is at least three years of age and less than twenty-two years of age.
2. **Career-Technical Education (CTE) or Joint Vocational School Districts (JVSD).** CTEs or JVSDs provide occupational education in high schools. All traditional public schools must provide access to occupational education programs either in their own schools, through CTEs or JVSDs, or by contracting through another school district. Federal IDEA requirements apply to CTEs and JVSDs, and they must also comply with all criteria for workforce development programs. There are currently 126,347 high school students enrolled in the state’s 49 CTE or JVSD programs.
3. **County Boards of Developmental Disabilities.** Ohio has 88 County Boards of Developmental Disabilities – one in each county. While these boards provide early childhood and adult services, most do not provide school-aged services (kindergarten-12th grade). Those that do generally limit services to students with low incidence disabilities. County Boards of DD serve approximately 2,700 school-aged students.
4. **Home Instruction.** Under Ohio law, the board of education of a school district must provide home instruction for children with disabilities who are at least three years of age and less than twenty-two years of age and who are unable to attend school, even with the help of special transportation. The board may arrange for the provision of home instruction for a child by a cooperative agreement or contract with a County Board of DD or other educational agency. Over 2,800 students are served through home instruction.
5. **Chartered Non-Public School.** A Chartered Non-Public school is a private school that holds a valid charter issued by the State Board of Education and maintains compliance with the Operating Standards for Ohio’s Schools. These schools are not supported by local or state tax dollars and require the family to pay tuition. Chartered Non-Public schools receive limited state funds to pay for specific limited purposes including transportation services for students. There are 757 chartered, non-public schools in Ohio serving over 181,000 students of which 6,309 are students with disabilities.

6. **Community Schools (Also known as “Charter” schools).** Community, or charter, schools are public nonprofit, nonsectarian schools that operate independently of any school district under contract with an authorized sponsoring entity. Community or charter schools can be both “brick and mortar” schools as well as e-schools that deliver educational programming exclusively through online instruction. The 2004 amendments to IDEA continued to affirm that students who attend charter schools are covered under this law. Community or charter schools that are their own EAs are specifically included in eligibility to access the resources of an LEA risk pool for high need children with disabilities if the state establishes such a fund. There are 354 community or charter schools in Ohio serving over 100,000 students. Of the students enrolled, over 16,000 are students with disabilities.
7. **Cleveland Scholarship.** The Scholarship and Tutoring Program (K-12) in the Cleveland Municipal School Districts uses a lottery selection process that gives preference to low-income families. Student transportation may be available through the Cleveland Municipal School District (CMSD). CMSD is solely responsible for arrangements and establishing eligibility requirements for transportation. The Cleveland Scholarship program currently has 36 participating schools and serves over 5,300 students.
8. **EdChoice Scholarship Program.** The Educational Choice Scholarship (EdChoice) pilot program was created to provide students from underperforming public schools the opportunity to attend participating chartered, non-public private schools. The program provides up to 60,000 EdChoice scholarships to eligible students and are provided on a first-come first-serve basis. Under the EdChoice Scholarship Program, there are 521 school buildings in 27 districts designated as underperforming. There are 310 participating private schools serving over 13,400 students.
9. **Autism Scholarship Program.** The Autism Scholarship Program (ASP) gives the parents of children with autism who qualify for a scholarship the choice to send the child to a special education program other than the one operated by the school district of residence to receive their education and the services outlined in the child’s individualized education program (IEP). The student must have a current IEP from the district of residence that is finalized and all parties, including the parent, must be in agreement with IEP. There are currently approximately 2,050 students participating in the Autism Scholarship Program through 200 different providers.
10. **Jon Peterson Special Education Scholarship.** Jon Peterson Special Education Scholarship may be used to pay for private school tuition and additional services at private therapists and other service providers. In addition, this scholarship can be used at public providers (i.e., school districts) if the district chooses to accept the scholarship students. The number of scholarships available is capped at five percent of the students with special needs in the state. Ohio has approximately 275,000 students with individualized education plans, which means about 13,750 scholarships will be available. The amount of each scholarship will be based on the disability identified on the student’s IEP and will not exceed \$20,000. In the first year, 1,350 scholarships have been awarded as of August 30, 2012.
11. **Home Education.** Home education is education provided primarily by or under the direction of a child’s parents. There is no state financial assistance for families who choose this option. Home education students do not receive a diploma recognized by the State Board of Education. When pursuing employment or advanced education, home education students may need to complete the GED to show equivalence to a state recognized high school diploma.

Ohio's Seclusion and Restraint Policy

In 2012, Ohio's State Board of Education approved a new policy limiting the use of seclusion and restraint interventions and implementing Positive Behavior Intervention and Supports (PBIS) in Ohio's public schools.

The rule establishes standards of restraint and seclusion practices for use in public schools, which provides that the State Board of Education may formulate and prescribe additional minimum operating standards for school districts including standards for the use of PBIS throughout districts to ensure a safe and secure learning environment for all students.

The rule, effective August 2013, prohibits certain practices of restraint and seclusion, provides that restraint and seclusion are to be used only in circumstances where there is an immediate risk of physical harm; requires the tracking and reporting of incidents of restraint and seclusion; requires training and professional development; and requires school districts to develop written policies and procedures.

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.

How are Regional Education Support Services Provided?

Ohio's state funded regional education support system includes State Support Teams (SSTs) that use a 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.

ADDENDUM

The following data compares Ohio to the nation on various measurements. This was developed by the United States Department of Education for 2011-2012. The information was reported for IDEA 2011 Child Count and the 2010-11 Common Core of Data (CCD). National data represents the U.S. and Outlying areas.

(Data Sources: <http://www.ideadata.org> and <http://nces.ed.gov/ccd/elsi/>).

IDENTIFICATION OF CHILDREN WITH DISABILITIES

Student Enrollment, Ages 6 through 21

	Ohio	Students %	Nation	Students %
All Students	1,594,180		45,056,472	
Children with Disabilities (IDEA)	235,160	14.8	5,789,884	12.9

Percent of Children with Disabilities (IDEA) by Disability Category, Ages 6 through 21

Disability Category	Percent of Overall Student Enrollment	
	Ohio (%)	Nation (%)
Autism	1.02	0.90
Deaf-Blindness	0.00	0.00
Emotional Disturbance	1.00	0.82
Hearing Impairment	0.14	0.15
Intellectual Disability	1.53	0.96
Multiple Disabilities	0.83	0.28
Orthopedic Impairment	0.10	0.12
Other Health Impairment	1.99	1.63
Specific Learning Disabilities	6.20	5.23
Speech or Language Impairment	1.78	2.38
Traumatic Brain Injury	0.09	0.06
Visual Impairment	0.06	0.06

Percent of Children with Disabilities (CWDs) by Disability Category, Ages 3 through 21

Disability Category	CWDs (IDEA), Ages 3-6		CWDs (IDEA), Ages 6-21	
	Ohio (%)	Nation (%)	State (%)	Nation (%)
All Disabilities	100	100	100	100
Autism	6.3	6.9	6.9	7.2
Deaf-Blindness	x	0.0	0.0	0.0
Developmental Delay*	39.6	37.2	NA	NA
Emotional Disturbance	0.7	0.4	6.8	6.5
Hearing Impairment	1.2	1.3	0.9	1.2
Intellectual Disability	1.1	1.6	10.4	7.6
Multiple Disabilities	3.8	1.1	5.6	2.2
Orthopedic Impairment	1.2	1.0	0.7	1.0
Other Health Impairment	3.0	2.8	13.5	12.9
Specific Learning Disabilities	1.0	1.2	42.1	41.5
Speech or Language Impairment	41.4	45.9	12.1	18.9
Traumatic Brain Injury	x	0.1	0.6	0.4
Visual Impairment	x	0.5	0.4	0.5

* Developmental delay is only allowable through age 9, so a 6-21 percentage cannot be calculated.

EDUCATIONAL ENVIRONMENT

Educational Environments, Ages 3 through 5

Disability Category	CWDs Attending and Receiving the Majority of Special Education and Related Services in a Regular Early Childhood Program		CWDs Attending a Separate Special Education Class, Separate School, or Residential Facility	
	Ohio (%)	Nation (%)	Ohio (%)	Nation (%)
All Disabilities	50.6	41.7	39.6	26.9
Autism	50.6	41.7	39.6	26.9
Deaf-Blindness	37.6	33.4	56.3	48.7
Developmental Delay	48.4	42.2	x	35.7
Emotional Disturbance	x	45.5	54.3	25.5
Hearing Impairment	x	36.1	x	42.9
Intellectual Disability	x	32.2	45.3	49.3
Multiple Disabilities	35.8	24.0	x	52.3
Orthopedic Impairment	50.2	41.6	42.5	37.3
Other Health Impairment	52.1	43.6	36.3	30.9
Specific Learning Disabilities	48.4	52.0	44.4	14.2
Speech or Language Impairment	57.1	42.9	x	14.4
Traumatic Brain Injury	x	32.4	x	35.8
Visual Impairment	46.2	43.1	45.3	35

Educational Environments, Ages 6 through 21

	Percent of Time Spent Inside the Regular Classroom				Separate School or Residential Facility			
	>80% of day		40 to 79% of Day		<40% of Day			
	State (%)	Nation (%)	State (%)	Nation (%)	State (%)	Nation (%)	State (%)	Nation (%)
All Disabilities	58.7	61.1	23.0	19.8	11.5	14.0	3.5	3.3
Autism	42.9	39.0	19.1	18.2	26.1	33.7	x	8.2
Deaf-Blindness	2.2	27.0	20.4	10.5	44.9	32.6	x	26.4
Emotional Disturbance	36.4	43.1	20.3	18.0	21.7	20.6	18.6	15.1
Hearing Impairment	59.2	56.7	17.6	16.8	12.8	13.0	x	12
Intellectual Disability	30.8	17.0	43.9	26.6	23.1	48.8	1.3	6.5
Multiple Disabilities	7.7	13.0	14.1	16.4	59.2	46.2	16.4	20.9
Orthopedic Impairment	64.3	54.0	19.0	16.3	13.4	22.2	0.6	4.8
Other Health Impairment	66.5	63.5	22.4	22.7	5.9	10.0	1.4	1.8
Specific Learning Disabilities	66.9	66.2	26.7	25.1	3.2	6.8	0.3	0.6
Speech or Language Impairment	90.5	86.9	1.2	5.5	0.2	4.5	x	0.3
Traumatic Brain Injury	46.4	48.5	23.6	22.8	20.1	20.4	3.9	5.7
Visual Impairment	68.8	64.3	14.8	13.1	6.7	11.3	7.6	9.6

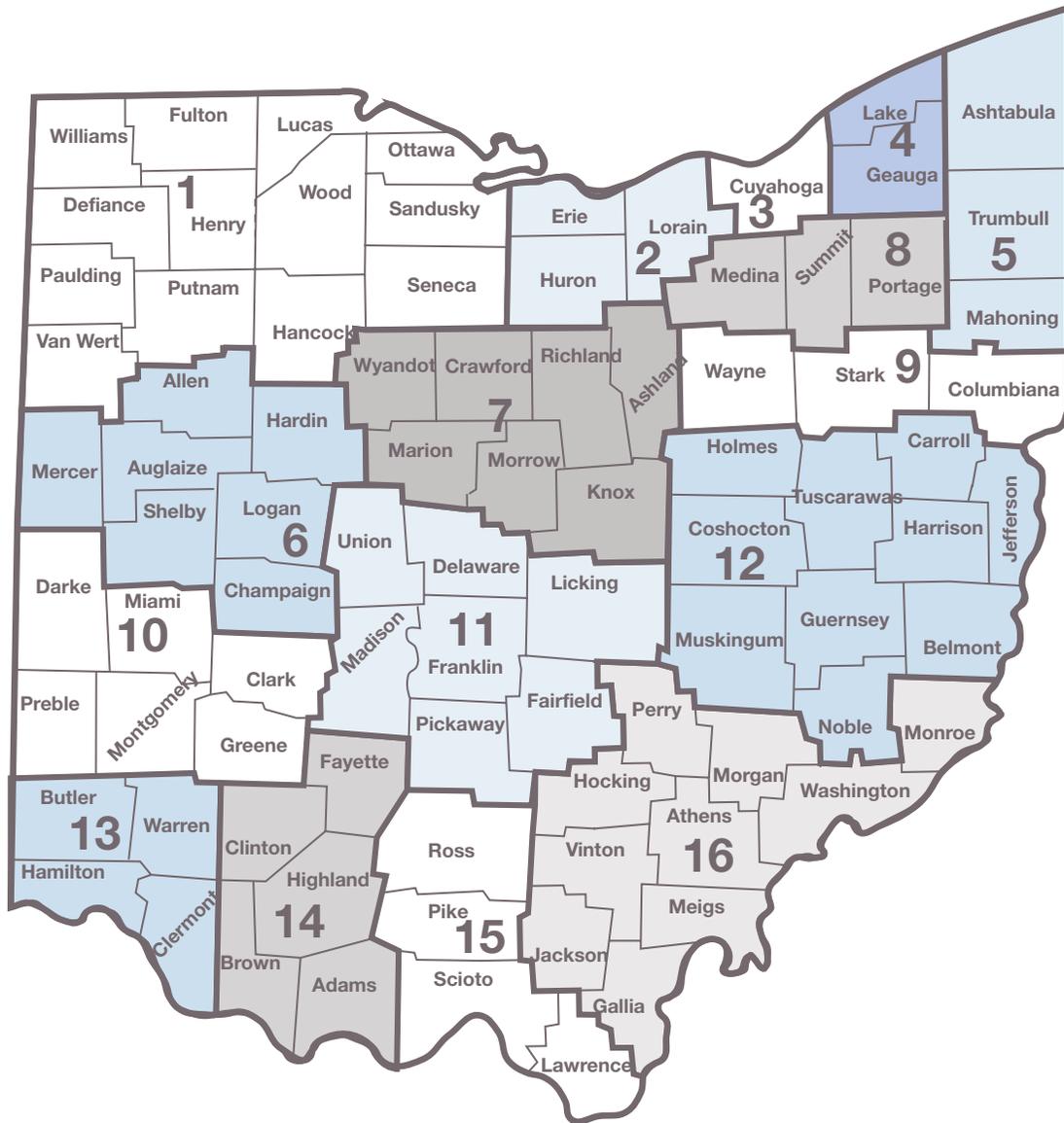
PARTICIPATION AND PERFORMANCE ON ASSESSMENTS

Exclusion Rates for 2011 NAEP Assessments

Grade and Subject Assessed	Ohio Exclusion Rate %	Nation Exclusion Rate %
4th grade reading/language arts	38	23
8th grade reading/language arts	37	24
High school reading/language arts	NA	NA
4th grade mathematics	15	15
8th grade mathematics	34	19
High school mathematics	NA	NA

Data source: National Assessment of Educational Progress (NAEP), 2011.

State Support Teams Regional Map



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