# S:\Images and Logos\SST Logos\SST8BWL.tifGetting to Know Your District Through Data: Least Restrictive Environment Data for ***ADD DISTRICT NAME HERE***

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| **Data Item** | **Where to find it** | **What it tells us** | **What I should be thinking about** | **District Data** | |
| **Data Source #1:**  Enrollment by Disability Flag | Ohio School Report Cards Advanced Reports  [**http://tinyurl.com/ODEAdvanced**](http://tinyurl.com/ODEAdvanced) - Enrollment -> Enrollment by Student Demographic (District)  - Use "Disabled Flag" filter for Student Disaggregation  \*Additional information may be found through the Secure Data Center through your SAFE account. | * Number of students labeled with (dis)abilities in your district * Percentage of total enrollment of students with and without (dis)abilities in your district | * What is the district’s overall percentage of students with disabilities? * Are there natural proportions of students with disabilities in all integrated classrooms as a result of the use of heterogeneous instructional grouping patterns? | |  |  |  |  | | --- | --- | --- | --- | |  | 14/15 | 13/14 | 12/13 | | Total Enrollment |  |  |  | | Total # with a Disability |  |  |  | | Total # with a Disability in Percentage |  |  |  | |
| **Data Source #2:**  Enrollment by Disability Category | Ohio School Report Cards Advanced Reports  [**http://tinyurl.com/ODEAdvanced**](http://tinyurl.com/ODEAdvanced)  - Enrollment -> Enrollment by Student Demographic (District)  - Use "Disability" filter for Student Disaggregation   \*Additional information may be found through the Secure Data Center through your SAFE account. | * Number of students labeled with each (dis)abilities in your district * Percentage of total enrollment of students with (dis)abilities in your district | * How many students with disabilities are educated in segregated classrooms for more than 60% of the day? * How many students with disabilities are served through pull­out programs for between 20% and 60% of the day? | |  |  |  |  | | --- | --- | --- | --- | |  | 14/15 | 13/14 | 12/13 | | No Disability |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |   *Please record in both numerical and format and percentage  of the total enrollment.* | |
| **Data Source #3:**  Test Results | https://www.edresourcesohio.org /OECprofile/  *\*requires log in and password*  \*Additional information may be found through the Secure Data Center through your SAFE account. | * Percentage of students that scored proficient or better by test grade, subject, and disability | * What are the achievement gaps in reading and math between students with disabilities and those without disabilities? * What practices does the district use to ensure that curriculum and assessments for all students align with academic standards that set a high bar for performance? | * **SWD Math Proficiency Rates**  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | FY15 | FY14 | FY13 | FY12 | | State Target | 34.19% | 45.6% | 90.9% | 81.8% | | Building Percentage |  |  |  |  | | Met/Not Met |  |  |  |  |  * **SWD Reading Proficiency Rates**  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | FY15 | FY14 | FY13 | FY12 | | State Target | 38.56% | 55.9% | 94% | 88% | | Building Percentage |  |  |  |  | | Met/Not Met |  |  |  |  | | |
| **Data Source #4:**  SPP Indicator 5 +6:  School-age and Preschool Educational Environments (LRE) | https://www.edresourcesohio.org /OECprofile/  *\*requires log in and password* | * Percentage of children with IEPs ages 6 through 21 served:   A. Inside the regular class 80 percent or more of the day;  B. Inside the regular class less than 40 percent of the day; and  C. In separate schools, residential facilities, or homebound/hospital placements.   * Percentage of children aged 3 through 5 with IEPs attending a:   A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and  B. Separate special education class, separate school or residential facility. | * Are there rooms set aside for students who have labels? If so, which ones? Why? * Are there lower track classes or higher track classes? If so, which ones? Why? * Why are the students who need the most structure and consistent learning environment often those asked to leave the classroom? * How are students placed at each grade level or assigned to classes? * How is it decided which staff works with which students? * Do all staff work with all students or do some believe that only they can teach particular students? Why? | * **SPP Indicator 6A: Preschool Children in a ECE Setting**  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | FY15 | FY14 | FY13 | FY12 | | State Target | 52.2% | 52.20% | 50.64% | Baseline Year | | Building Percentage |  |  |  |  | | Met/Not Met |  |  |  |  |   **SPP Indicator 6B: Preschool Children in a Separate Setting**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | FY15 | FY14 | FY13 | FY12 | | State Target | 38.5% | 38.5% | 43.94% | Baseline Year | | Building Percentage |  |  |  |  | | Met/Not Met |  |  |  |  |   **Indicator 5: School Age LRE (Percentage of SWD in General Education Setting 80% or More)**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | FY15 | FY14 | FY13 | FY12 | | State Target | 63.0% | 62.5% | 62.3% | 61.5% | | Building Percentage |  |  |  |  | | Met/Not Met |  |  |  |  | | |
| **Data Source #5:**  Internal Data | * Are there rooms set aside for students who have labels? If so, which ones? Why? * Why are the students who need the most structure and consistent learning environment often those asked to leave the classroom? * How are students placed at each grade level or assigned to classes? * How is it decided which staff works with which students? |  | | | |

Citation for Prompting Questions:

Capper, Colleen A., Elise Marie Frattura, and Maureen W. Keyes. *Meeting the Needs of Students of All Abilities: How Leaders Go beyond Inclusion*. Thousand Oaks, CA: Corwin, 2000. Print.   
DLT Inclusiveness Profile: http://sstliteracyconnections.wikispaces.com/DLT+Inclusiveness+Profile