# 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?

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|  |  |  |  |
| --- | --- | --- | --- |
|  | 14/15 | 13/14 | 12/13 |
| Total Enrollment |  |  |  |
| Total # with a Disability  |  |  |  |
| Total # with a Disability in Percentage |  |  |  |

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| **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?
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| --- | --- | --- | --- |
|  | 14/15 | 13/14 | 12/13 |
| No Disability |  |  |  |
|  |  |  |  |
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|  |  |  |  |
|  |  |  |  |

*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% |
| BuildingPercentage |  |  |  |  |
| Met/Not Met |  |  |  |  |

* **SWD Reading Proficiency Rates**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | FY15 | FY14 | FY13 | FY12 |
| State Target | 38.56% | 55.9% | 94% | 88% |
| BuildingPercentage |  |  |  |  |
| Met/Not Met |  |  |  |  |

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| **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 |  |  |  |  |

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| **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?
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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