

# Exploring Least Restrictive Environment (LRE) Through Data Considerations

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Stephanie Denham and Dr. Sarah Jackson

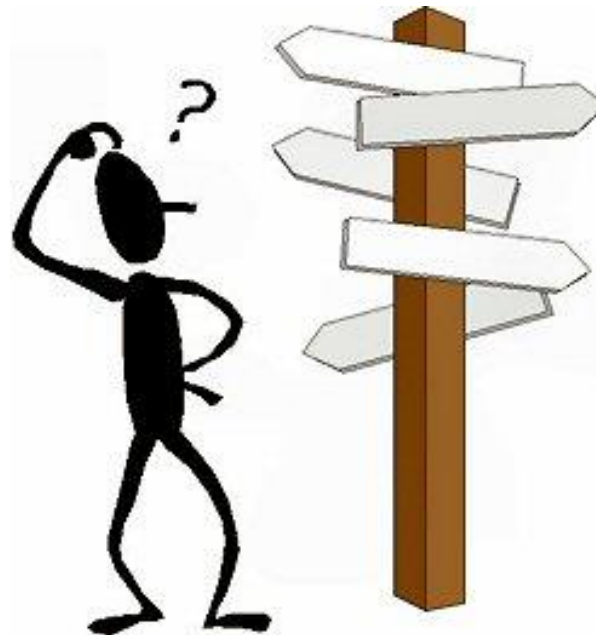
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Co-teaching is not working in our district, can you help us?

What should our team consider when making LRE decisions? We have not meet our target for SPP Indicator 6 for the past two years

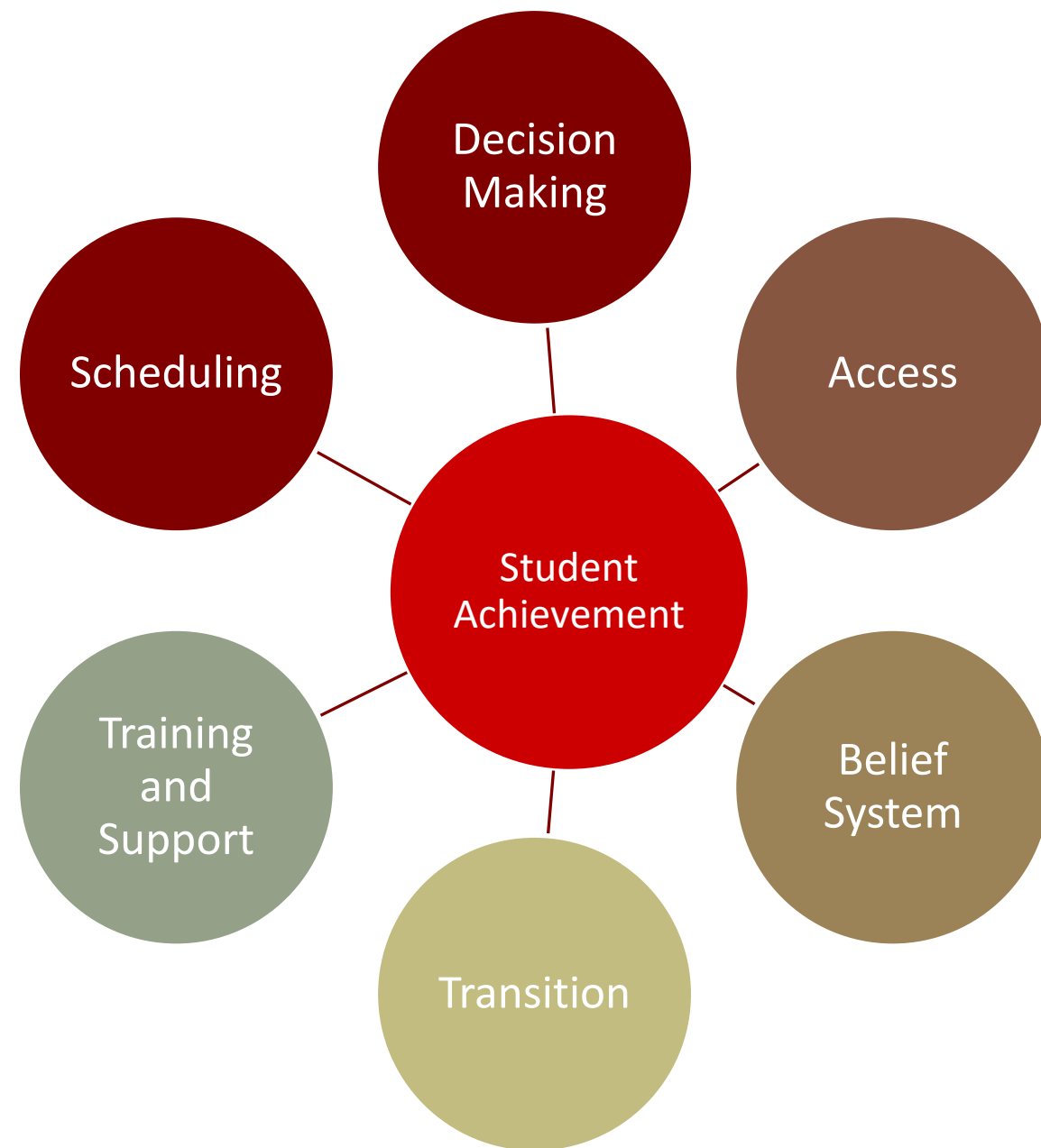
What program should we purchase to close the achievement gap in math?

Our SWD achievement scores are getting worse not better. Where should our DLT start in addressing this problem



We keep hearing language in our district around those kids, our kids. How do we move beyond the student labels and think first about educating the student?

# Elements of LRE



# First Consideration: Defining LRE

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LRE Provisions: §300.114(a)(2).

(2) Each public agency must ensure that -

- (i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
- (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

# “Determining a Student’s LRE”

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- A child’s placement in the regular education classroom is the first option the IEP team must consider when determining where a child with a disability will receive his or her special education and related services.
- To decide that question, however, the IEP team must make an individualized inquiry into the possible range of supplementary aids and services that are needed to satisfactorily educate the child in the regular education environment.
- However, the IEP team may determine that the child cannot be educated satisfactorily in the regular education classroom, even when supplementary aids and services are provided. An alternative placement must then be considered. Accordingly, IDEA requires school systems to ensure that a "continuum of alternative placements" is available to meet the needs of children with disabilities for special education and related services.

# Second Consideration: LRE-Data Sources

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## **State Performance Plan Indicators**

- Indicator 1-Graduation Rate
- Indicator 2-Drop Out Rate
- Indicator 3A-AMO
- Indicator 3C-Math and Reading Proficiency Rates
- Indicator 5-School Age LRE
- Indicator 6-Preschool LRE

## **Local Report Card**

- Advance Reports
- Enrollment
- Test Results

## **Secure Data Site**

Additional information may be found in Secure Data site through the SAFE Account

## Getting to Know Your District Through Data: Least Restrictive Environment Data for Sample School District

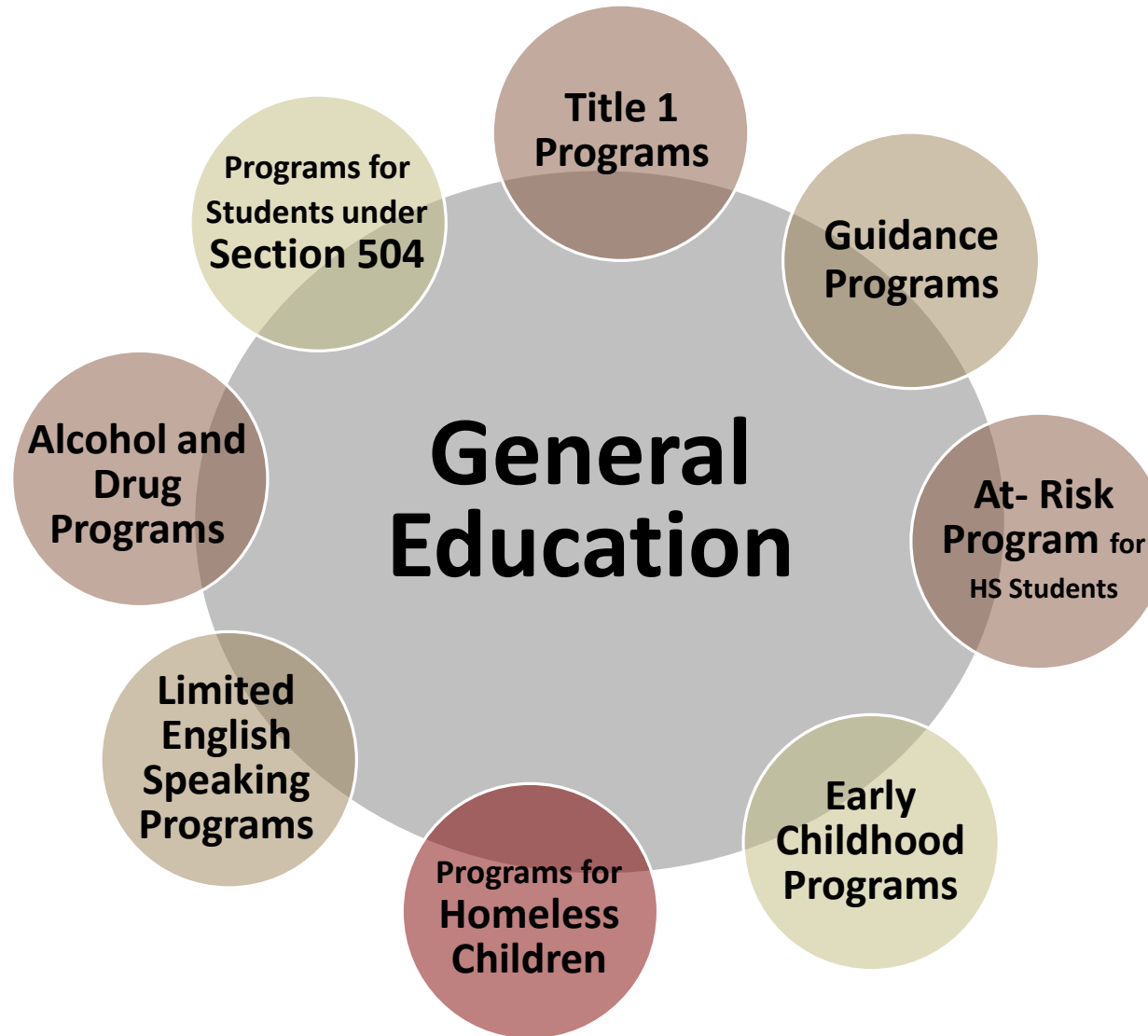


Data Item	Where to find it	What it tells us	What I should be thinking about	District Data																																																
<b>Data Source #1:</b> <i>Enrollment by Disability Flag</i>	<p>Ohio School Report Cards Advanced Reports <a href="http://tinyurl.com/ODEAdvanced">http://tinyurl.com/ODEAdvanced</a> - Enrollment -&gt; Enrollment by Student Demographic (District) - Use "Disabled Flag" filter for Student Disaggregation</p> <p>*Additional information may be found through the Secure Data Center through your SAFE account.</p>	<ul style="list-style-type: none"><li>Number of students labeled with (dis)abilities in your district</li><li>Percentage of total enrollment of students with and without (dis)abilities in your district</li></ul>	<ul style="list-style-type: none"><li>What is the district's overall percentage of students with disabilities?</li><li>Are there natural proportions of students with disabilities in all integrated classrooms as a result of the use of heterogeneous instructional grouping patterns?</li></ul>	<p><b>High School:</b></p> <table><tr><td></td><td>14/15</td><td>13/14</td><td>12/13</td></tr><tr><td>Total Enrollment</td><td>625</td><td>599</td><td>615</td></tr><tr><td>Total # with a Disability (%)</td><td>89 (14.2%)</td><td>88 (14.8%)</td><td>80 (13.0%)</td></tr></table> <p><b>Middle School:</b></p> <table><tr><td></td><td>14/15</td><td>13/14</td><td>12/13</td></tr><tr><td>Total Enrollment</td><td>486</td><td>446</td><td>483</td></tr><tr><td>Total # with a Disability (%)</td><td>68 (14.1%)</td><td>48 (10.8%)</td><td>62 (12.9%)</td></tr></table> <p><b>Intermediate School:</b></p> <table><tr><td></td><td>14/15</td><td>13/14</td><td>12/13</td></tr><tr><td>Total Enrollment</td><td>440</td><td>412</td><td>420</td></tr><tr><td>Total # with a Disability (%)</td><td>49 (11.1%)</td><td>40 (9.6%)</td><td>49 (11.6%)</td></tr></table> <p><b>Primary School:</b></p> <table><tr><td></td><td>14/15</td><td>13/14</td><td>12/13</td></tr><tr><td>Total Enrollment</td><td>451</td><td>422</td><td>456</td></tr><tr><td>Total # with a Disability (%)</td><td>38 (8.4%)</td><td>57 (13.5%)</td><td>55 (12.1%)</td></tr></table>		14/15	13/14	12/13	Total Enrollment	625	599	615	Total # with a Disability (%)	89 (14.2%)	88 (14.8%)	80 (13.0%)		14/15	13/14	12/13	Total Enrollment	486	446	483	Total # with a Disability (%)	68 (14.1%)	48 (10.8%)	62 (12.9%)		14/15	13/14	12/13	Total Enrollment	440	412	420	Total # with a Disability (%)	49 (11.1%)	40 (9.6%)	49 (11.6%)		14/15	13/14	12/13	Total Enrollment	451	422	456	Total # with a Disability (%)	38 (8.4%)	57 (13.5%)	55 (12.1%)
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### District:

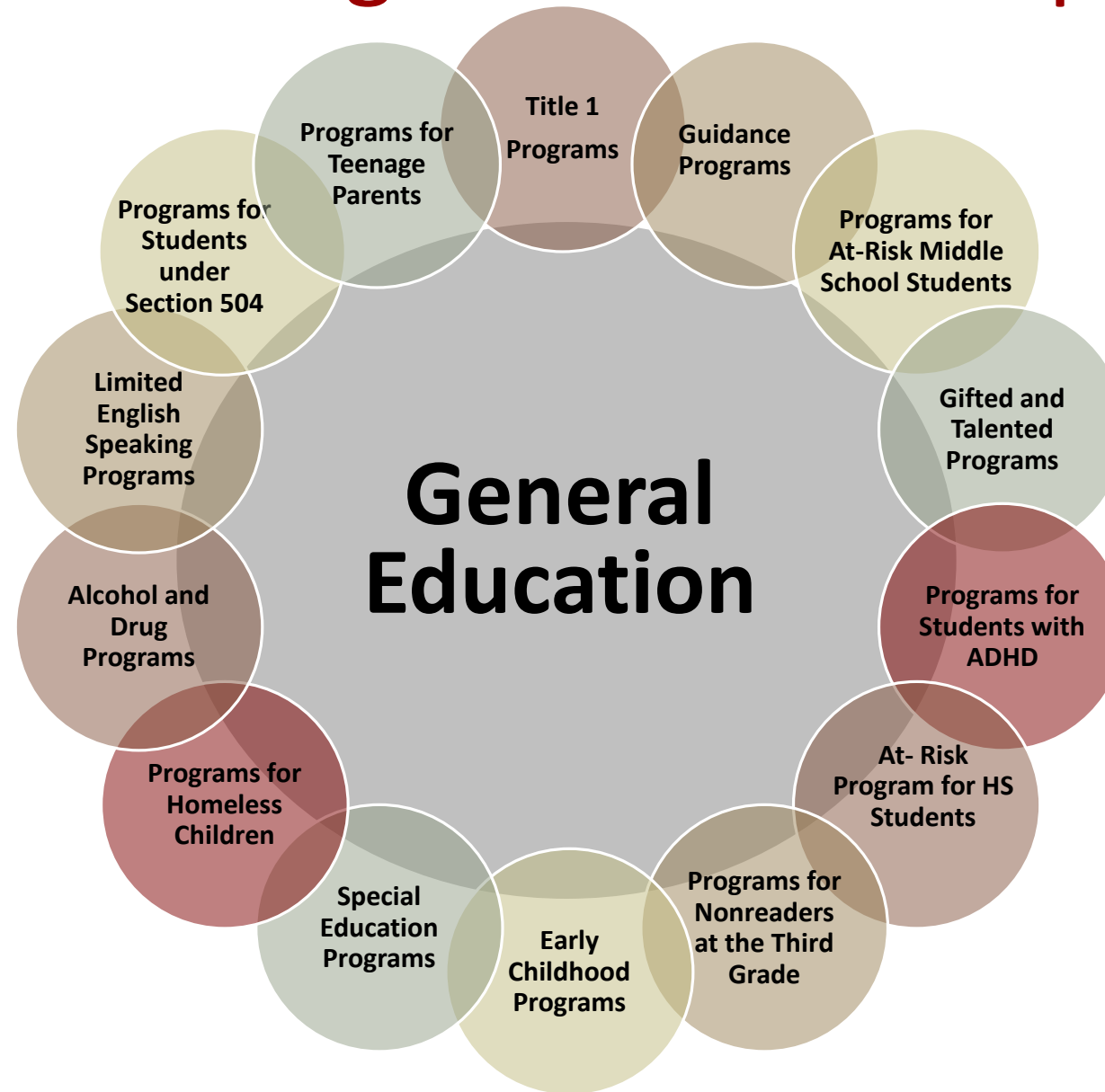
	14/15	13/14	12/13
Total Enrollment	2,001	1,879	1,975
Total # with a Disability (%)	244 (12.2%)	233 (12.4%)	246 (12.5%)

# We Created a Deficit Based System...

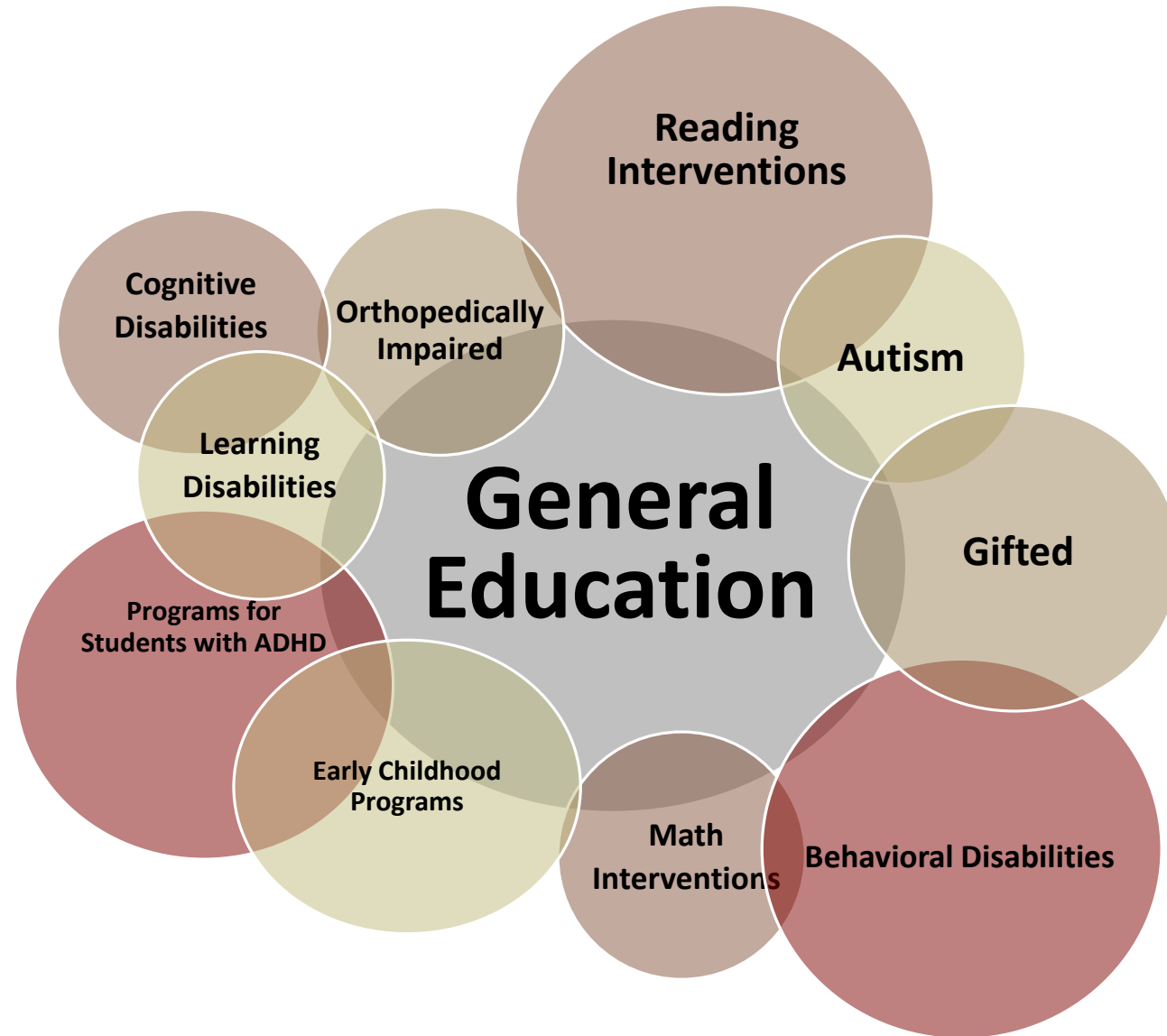




# Based on Maintaining a Normed Group of Students



# Over Time We Create More Labeled Students and a Smaller Norm Group



# Natural Proportions

Defined as “the number of students of a particular label or need in any school setting should reflect the numbers of such students in the overall school setting.”

Frattura, Elise Marie, and Colleen Capper A. *Leading for Social Justice: Transforming Schools for All Learners*. Thousand Oaks, CA: Corwin, 2007. Print.

District:

	14/15	13/14	12/13
No Disability	4,055 (85.5%)	4,080 (84.5%)	4,064 (84.0%)
SLI	32 (0.7%)	48 (1.0%)	47 (1.0%)
ED	45 (1.0%)	43 (0.9%)	43 (0.9%)
CD	28 (0.6%)	35 (0.7%)	35 (0.7%)
SLD	388 (8.2%)	407 (8.4%)	440 (9.1%)
Autism	87 (1.8%)	90 (1.9%)	87 (1.8%)
OHI-Minor	83 (1.8%)	92 (1.9%)	88 (1.8%)

Elementary School A

	14/15	13/14	12/13
No Disability	413 (87.00%)	411 (85.00%)	423 (84.00%)
SLI	<10	12 (2.50%)	11 (2.20%)
SLD	31 (6.50%)	31 (6.50%)	32 (6.40%)
Autism	15 (3.10%)	17 (3.50%)	22 (4.40%)

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District

	14/15	13/14	12/13
Total Enrollment	4,742	4,828	4,841
Total # with a Disability (%)	687 (14.5%)	748 (15.5%)	777 (16.00%)

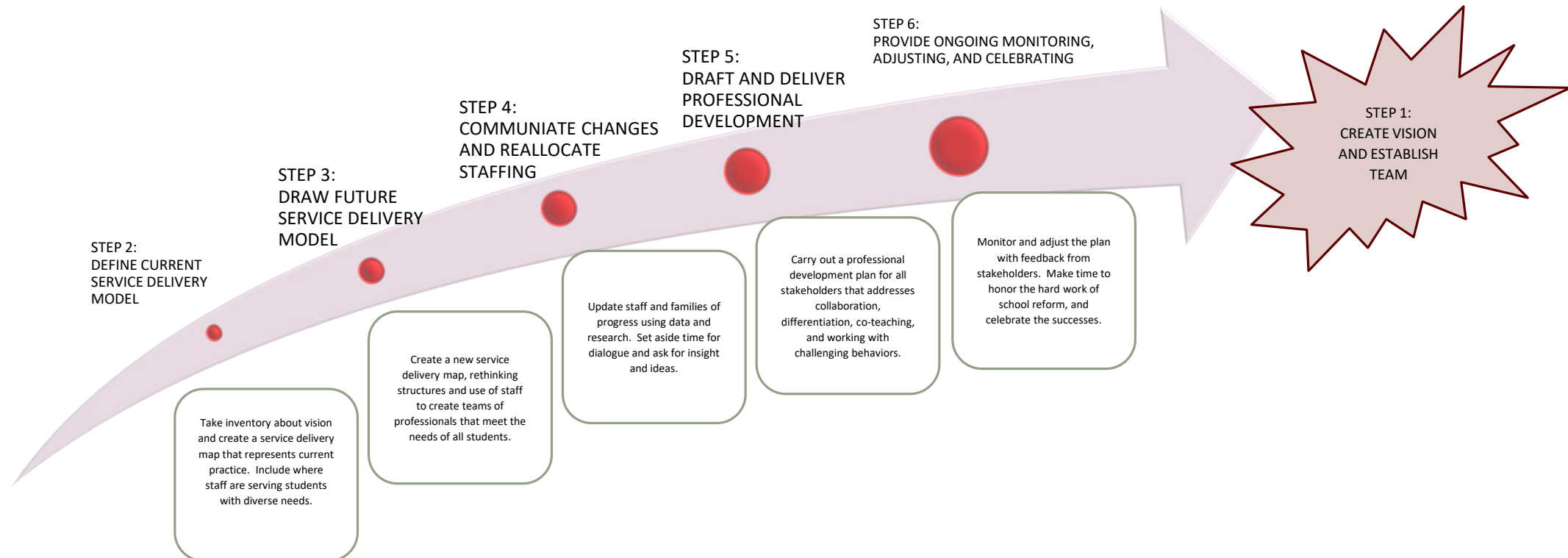
Elementary School A

	14/15	13/14	12/13
Total Enrollment	229	247	255
Total # with a Disability (%)	21 (9.00%)	23 (9.40%)	50 (11.30%)

Elementary School B

	14/15	13/14	12/13
Total Enrollment	475	484	503
Total # with a Disability (%)	62 (13.00%)	73 (15.00%)	80 (16.00%)

# Third Consideration: Leading Reform in Least Restrictive Environment Practices



The information above is taken from research outlined in the resources below.

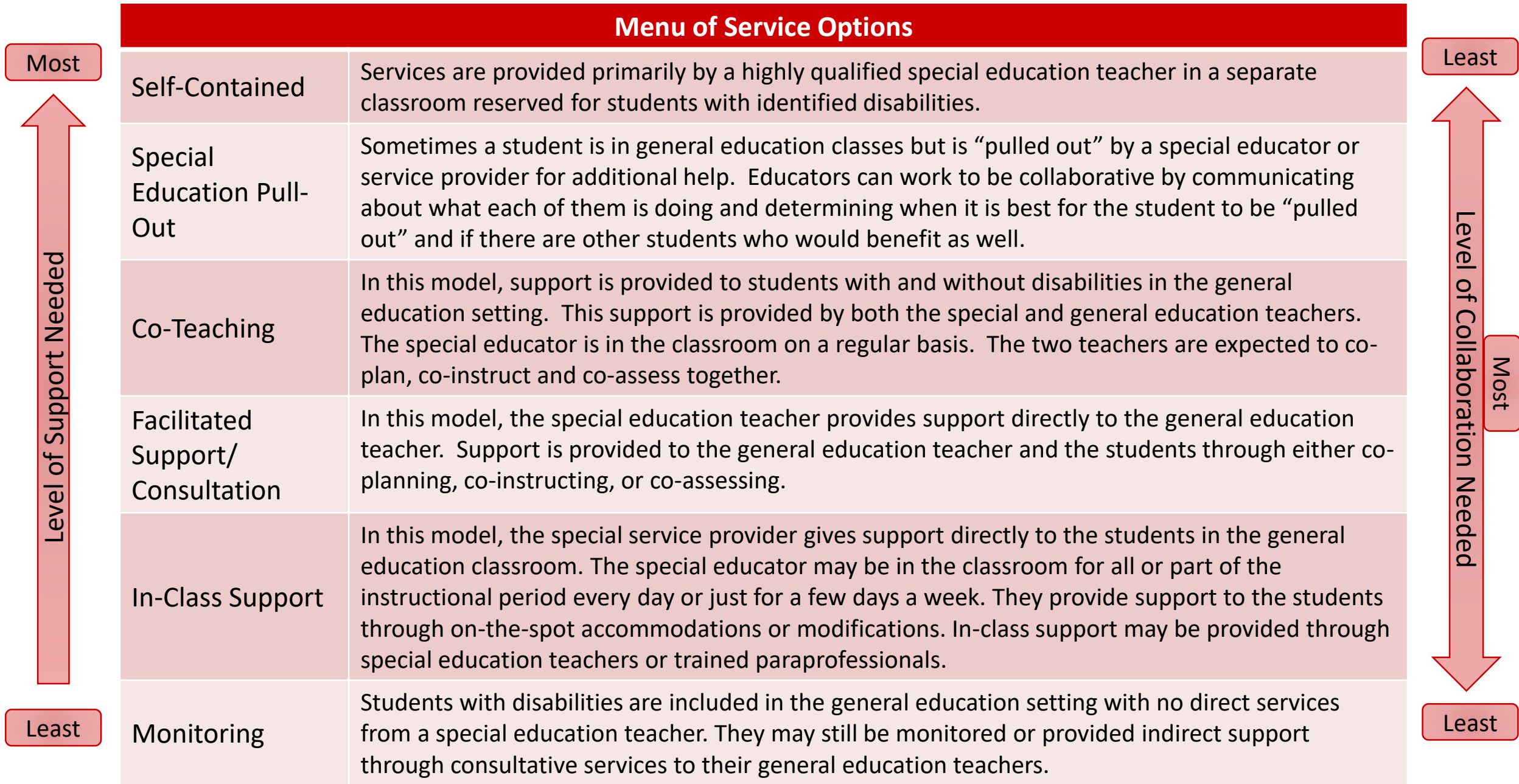
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# One District's Journey

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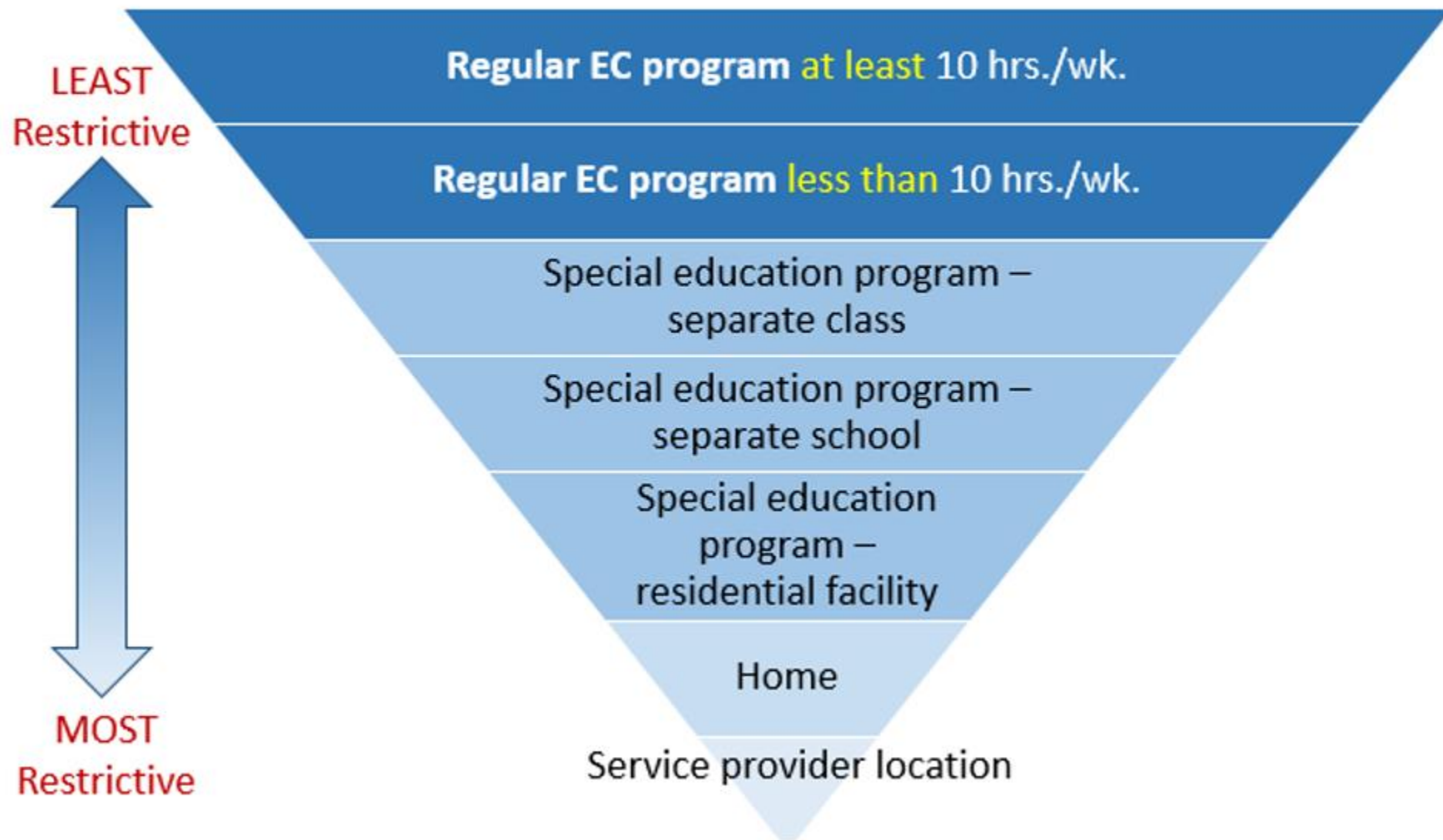
# Initial District Support

	District Meeting	
Preschool	<ul style="list-style-type: none"> <li>Reviewed SPP data</li> <li>Developed a plan of support to address continuum of service options</li> </ul>	
	Classroom Observations	Teacher Meetings
<i>Received call from one principal requesting “Co-teaching training” for a new team.</i>		
Elementary (Grades PreK – 2)	5 observations: ELA and Math	1 meeting: 6 teachers and 2 paraprofessionals
Elementary (Grades 3 - 5)	7 observations: ELA and Math	1 meeting: 11 teachers
Middle	4 observations: Math, Science, Social Studies	12 meetings: 15 teachers
High	3 observations: ELA, Biology, Physical Science	11 meetings: 22 teachers











# Preschool Educational Environments



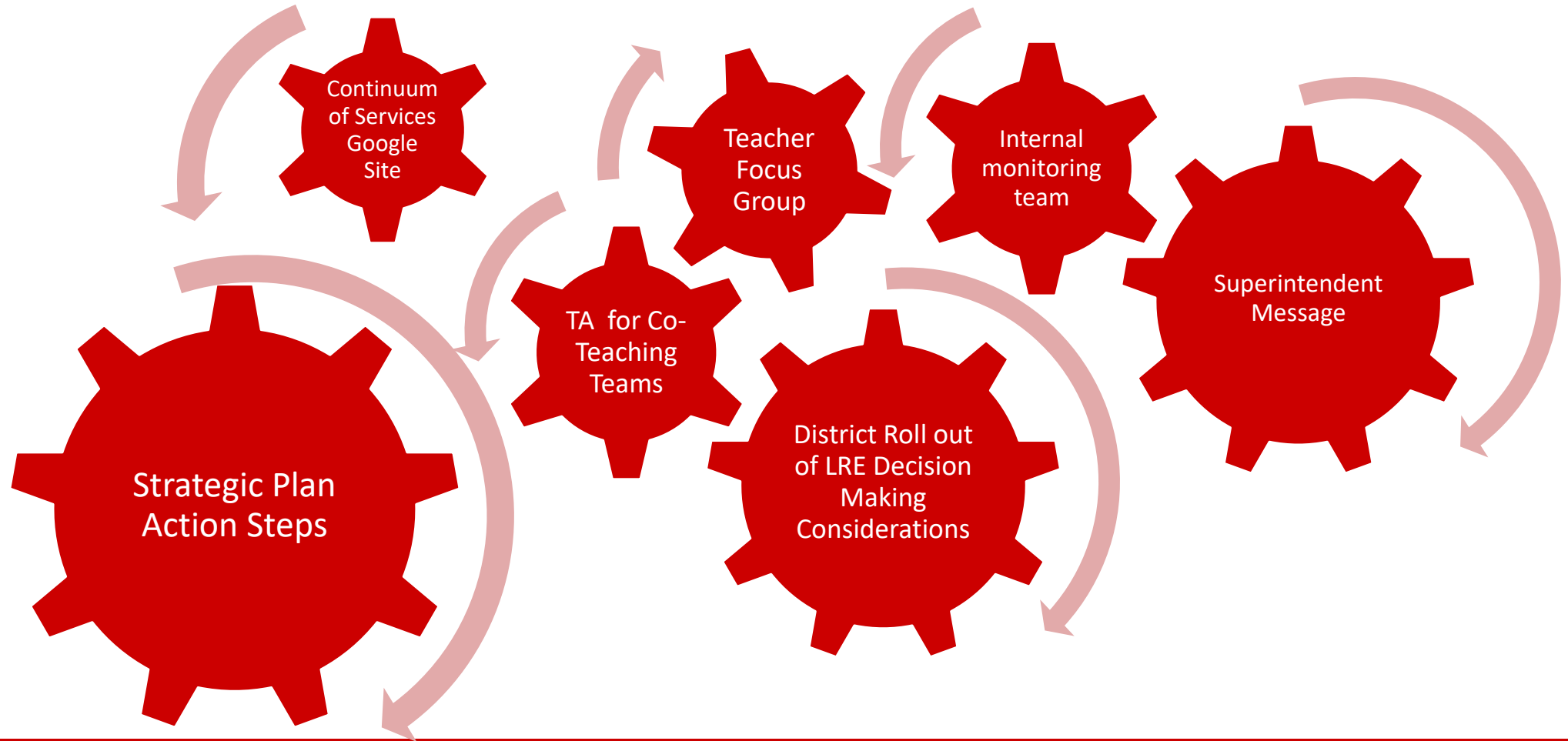
Recommendation	Related SST8 Support
Schedule co-teaching professional development series with scheduled follow-up technical assistance.	SST8 consultants can provide a professional development series and related technical assistance on what co-teaching is and the research behind this practice.
Revise, publish, and disseminate district handbook to include district expectations and “look-fors”.	SST8 consultants can provide contributing ideas, resources, and final edits to the Handbook.
Align students that need co-teaching with certified teachers that have contracts that allow for co-planning, co-teaching, and co-assessing.	SST8 consultants can provide resources that define the roles of those teachers in a co-teaching situation.
Establish consistent factors on selecting co-teaching teams, and share considerations with staff.	SST8 consultants can provide example surveys for teachers and paraprofessionals on teaching preferences to help align complementary pairs.
Establish a decision-making framework for LRE placements to be used at all IEP meetings to maintain consistent language between staff and families.	SST8 consultants can provide professional development and technical assistance on the continuum of service delivery models.
Create a master list of student needs by grade level and match with existing supports prior to scheduling to ensure all student needs are met.	SST8 consultants can provide information on scheduling considerations, and contacts for those with expertise in this area.
Reflect and discuss impact of supports and services (universal access during instruction vs. interventions) during instructional opportunities.	SST8 consultants can provide guiding questions and feedback during TBT meetings on student grouping and evidence-based practices for various needs.
Maintain focus for Intervention Specialists when scheduling (with same subject, grades, or students).	SST8 consultants can facilitate planning sessions for teams to assist in effective lesson planning.
Establish district-wide consistency on “look-fors” for walkthroughs, feedback conversations, and potentially OTES observations.	SST8 consultants can provide resource documents for building administrators to use during walk through observations and conversations with teaching staff.
Define measure of success for co-teaching teams (student outcomes, team development, combination, etc.).	SST8 consultants can provide connections between this work and work of DLT, BLTs, and TBTs.

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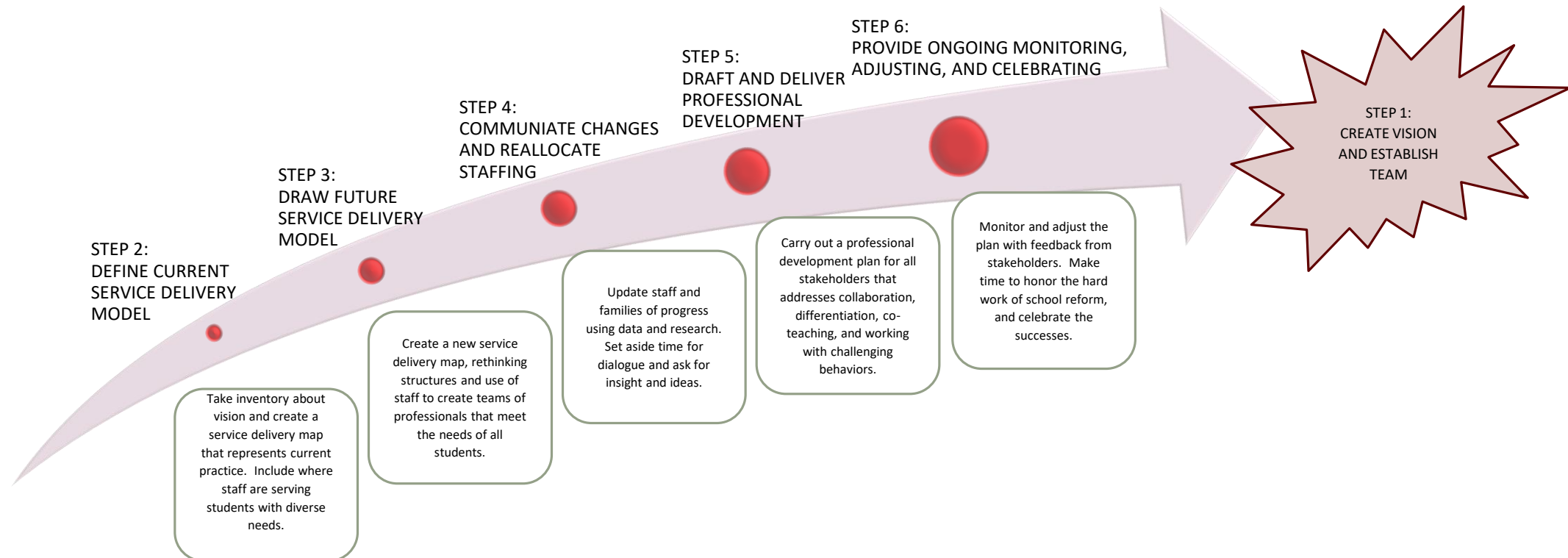
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# District Work Currently in Process

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# Leading Reform in Least Restrictive Environment Practices



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# Thank You

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