

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																																																
<p>Data Source #1: <i>Enrollment by Disability Flag</i></p>	<p>Ohio School Report Cards Advanced Reports http://tinyurl.com/ODEAdvanced - Enrollment -> 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"> Number of students labeled with (dis)abilities in your district Percentage of total enrollment of students with and without (dis)abilities in your district 	<ul style="list-style-type: none"> 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? 	<p>High School:</p> <table border="1"> <thead> <tr> <th></th> <th>14/15</th> <th>13/14</th> <th>12/13</th> </tr> </thead> <tbody> <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> </tbody> </table> <p>Middle School:</p> <table border="1"> <thead> <tr> <th></th> <th>14/15</th> <th>13/14</th> <th>12/13</th> </tr> </thead> <tbody> <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> </tbody> </table> <p>Intermediate School:</p> <table border="1"> <thead> <tr> <th></th> <th>14/15</th> <th>13/14</th> <th>12/13</th> </tr> </thead> <tbody> <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> </tbody> </table> <p>Primary School:</p> <table border="1"> <thead> <tr> <th></th> <th>14/15</th> <th>13/14</th> <th>12/13</th> </tr> </thead> <tbody> <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> </tbody> </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%)

Data Source #2:
Enrollment by Disability Category

Ohio School Report Cards Advanced Reports
<http://tinyurl.com/ODEAdvanced>
- Enrollment -> Enrollment by Student Demographic (District)
- Use "Disability" filter for Student Disaggregation

- 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 pull-out programs for between 20% and 60% of the day?

*Additional information may be found through the Secure Data Center through your SAFE account.

District:

	14/15	13/14	12/13
No Disability	1,757 (87.8%)	1,646 (87.6%)	1,729 (87.5%)
MD	11 (0.6%)	<10	<10
SLI	14 (0.7%)	12 (0.7%)	18 (0.9%)
ED	24 (1.2%)	17 (0.9%)	16 (0.8%)
CD	11 (0.5%)	<10	13 (0.7%)
SLD	110 (5.5%)	110 (5.9%)	115 (5.8%)
AUT	24 (1.2%)	24 (1.3%)	21 (1.1%)
OHI-Minor	45 (2.3%)	47 (2.5%)	47 (2.4%)

High School:

	14/15	13/14	12/13
No Disability	536 (85.8%)	511 (85.2%)	535 (87.0%)
SLD	47 (7.5%)	48 (8.1%)	45 (7.4%)
OHI-Minor	15 (2.4%)	18 (3.0%)	16 (2.6%)

Middle School:

	14/15	13/14	12/13
No Disability	418 (85.9%)	398 (89.2%)	421 (87.1%)
SLD	36 (7.3%)	25 (5.6%)	34 (7.0%)
OHI-Minor	12 (2.4%)	12 (2.8%)	12 (2.4%)

Intermediate School:

	14/15	13/14	12/13
No Disability	391 (88.9%)	372 (90.4%)	371 (88.4%)
SLD	23 (5.1%)	23 (5.5%)	24 (5.6%)
OHI-Minor	10 (2.3%)	<10	<10

Primary School:

	14/15	13/14	12/13
No Disability	413 (91.6%)	365 (86.5%)	401 (87.9%)
SLI	<10	<10	11 (2.5%)
SLD	<10	14 (3.3%)	12 (2.6%)
AUT	<10	11 (2.5%)	<10
OHI-Minor	<10	11 (2.6%)	10 (2.2%)

Data Source #3: *Test Results*
<https://www.edresourcesohio.org/OECprofile/>
**requires log in and password*

- 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?

Indicator 3C: SWD Math Proficiency Rates

	FY15	FY14	FY13	FY12
State Target	34.19%	45.6%	90.9%	81.8%
District Percentage	37.0%	50.0%	44.8%	54.0%
Met/Not Met	Met	Met	Not Met	Not Met

Indicator 3C: SWD Reading Proficiency Rates

	FY15	FY14	FY13	FY12
State Target	38.56%	55.9%	94%	88%
District Percentage	43.9%	62.24%	63.60%	68.4%
Met/Not Met	Met	Met	Not 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
District Percentage	75.0%	40.0%	90.0%	100.0%
Met/Not Met	Met	Not Met	Met	

SPP Indicator 6B: Preschool Children in a Separate Setting

	FY15	FY14	FY13	FY12
State Target	38.5%	38.5%	43.94%	Baseline Year
District Percentage	0%	46.67%	10.0%	0%
Met/Not Met	Met	Not Met	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%
District Percentage	48.44%	55.25%	53.0%	50.0%
Met/Not Met	Not Met	Not Met	Not 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/HLT+Inclusiveness+Profile>