Frequently Asked Questions

Revisiting Special Education Profile Data: Solving Problems of Practice Through Data Analysis

**How do the tiers of support meet the ever-changing needs of the students?**

Data collection is an ongoing part of instruction and intervention cycles. Since what we teach changes with each subject area and topics change within each subject through the year the data should also change to measure what is being taught in the moment. It is natural that students who may experience challenges in one subject or topic may excel in others. One important aspect of offering Tiers of support is the flexibility for students to get extra instruction or intervention when needed. This would prompt the team to analyze data on a frequent basis and design targeted instruction/intervention for students who may need it and develop a plan for providing layers or tiers of supports to meet those needs. When student data shows that they no longer need support, or they need more intensive supports the system is flexible enough to accommodate. Or if one student needs support to close a gap in a specific concept or skill it can be provided in addition to providing similar targeted skills interventions to small groups of students when needed. If the data shows a wider range of students need reinstruction in a specific area Tier 1 instruction can be revisited for the entire class to ensure mastery.

**Will there be changes to disproportionality calculations and how it impacts districts that feel they will never move the needle enough to decrease the risk ratio at the set rate of improvement?**
There are no planned changes to the disproportionality calculations as these are federally regulated. Use the [disproportionality resources webpage](https://education.ohio.gov/Topics/Special-Education/Special-Education-Data-and-Funding/Equity-in-Special-Education-Disproportionali/Addressing-Disproportionality-Resources#equity) to engage your SST to work on lowering their risk ratios.

**What should districts do to support students who formerly took the Alternate Assessment and are now taking state assessments aligned with the grade level standards with accommodations and other supports?**

The short answer is they provide the same layers of instruction (with the full integration of supports and services) and supports that they provide for all learners under a MTSS model. They collect lots of formative and diagnostic data to identify baseline knowledge and entry points into grade-level learning. They identify skill gaps and intervene with Tier 2 and Tier 3 instruction/intervention to accelerate learning and close gaps. They ensure full access to

grade-level Tier 1 instruction and assessments, again, with the integration of individualized supports, services, and scaffolds. To refresh teams about the vast array of allowable accommodations, universal tools, and designated supports available to students please revisit Ohio's Accessibility Manual for State Testing. With these layers of supports in place during both daily instruction and assessment, many students can better access the general education curriculum and make progress toward grade-level outcomes.