

# School Improvement Status and Outcomes for Students with Disabilities Study

## Special Education Designee Survey

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**Prepared by:**

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## **Dear Special Education Designee:**

Thank you for participating in a survey for the School Improvement Status and Outcomes for Students with Disabilities Study. This study will examine the inclusion of students with disabilities in school accountability systems, school practices that may affect the outcomes of students with disabilities, and achievement trends of these students over time.

Your participation is important and appreciated, but you do have the right to skip any question that you do not wish to answer. Below are answers to some general questions concerning your participation.

### **What is the purpose of this survey?**

The purpose of the survey is to provide policy-relevant information about the education of students with disabilities by examining school practices that may affect the education outcomes of these students.

### **Who is conducting this survey?**

This study was commissioned by the Department of Education's Institute of Education Sciences, and is administered by the American Institutes for Research (AIR) and NORC at the University of Chicago.

### **Why should you participate in this survey?**

By responding to this survey, you can help policy makers, educators and researchers to better understand how schools are working to improve outcomes for students with disabilities.

### **Will your responses be kept confidential?**

Your responses are protected from disclosure by federal statute (P.L. 107-279, Title I, Part E, Sec.183). Responses to data collection are voluntary and will be used only for broadly descriptive and statistical purposes. The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific school or individual. In no instances will data that relate to or describe identifiable characteristics of individuals or individual schools be disclosed or used in identifiable form, except as required by law.

### **How will your information be reported?**

The information you provide will be combined with the information provided by others in statistical reports. No individual data that link your name, address, or telephone number with your responses will be included in the statistical reports.

### **Where should you return your completed survey?**

If completing by paper, please place your completed survey in the enclosed envelope and follow the return instructions provided by NORC. You will receive a \$20 bookstore gift card as a small token of our appreciation for your efforts.

**Thank you for your cooperation in this very important effort!**

**Part A. Background**

1. What is your current position?  
Special education teacher / Regular education teacher / Administrator (specify) / Other (specify)

2. For how many years have you worked at this school? (please count 2010–11 as one year)

\_\_\_\_\_

3. Does your district have a districtwide program(s) that provides specialized instruction in a central location, such as another school, to students with disabilities? Yes / No

If **Yes**, please respond to the following questions:

a. What types of disabilities does this district program(s) serve?

\_\_\_\_\_

b. Do any students with disabilities who would otherwise attend your school attend one of these district programs? Yes / No

c. Do the test scores of students attending this district program(s) count toward your school's AYP? Yes / No / Don't know

d. Does your school house any of these programs? Yes / No

If yes, do the test scores of students with disabilities attending this program count toward your school's AYP? Yes / No / Don't know

4. How many students at this school were *declassified* from special education during the current school year (2010–11)?

\_\_\_\_\_

5. In the current school year (2010–11), how many students with disabilities in this school are *repeating the same grade* that they were in last year?

\_\_\_\_\_

6. Using the chart below, please indicate how many students in your school are currently receiving special education services under IDEA for the 2010–11 school year, for each of the 13 federal disability categories, and for each of the educational placement categories. If you cannot provide counts by disability category for columns D and E, please provide a total count in column C. Please exclude pre-kindergarten students.

A Disability category	B Number of special education students spending:			C Total number of special ed students served in your school	D Number of special ed students (who would otherwise attend your school) served in central district-wide program(s)	E Number of special ed students (who would otherwise attend your school) served outside the district
	Less than 40% time/week in a regular ed classroom	40–79% time/week in a regular ed classroom	80% or more time/week in a regular ed classroom			
a. Specific learning disabilities	___#	___#	___#	___#	___#	___#
b. Speech or language impairments	___#	___#	___#	___#	___#	___#
c. Mental retardation	___#	___#	___#	___#	___#	___#
d. Emotional disturbance	___#	___#	___#	___#	___#	___#
e. Multiple disabilities	___#	___#	___#	___#	___#	___#
f. Hearing impairments	___#	___#	___#	___#	___#	___#
g. Other health impairments	___#	___#	___#	___#	___#	___#
h. Orthopedic impairments	___#	___#	___#	___#	___#	___#
i. Visual impairments	___#	___#	___#	___#	___#	___#
j. Autism	___#	___#	___#	___#	___#	___#
k. Deaf-blindness	___#	___#	___#	___#	___#	___#
l. Traumatic brain injury	___#	___#	___#	___#	___#	___#
m. Developmental delay	___#	___#	___#	___#	___#	___#
<b>TOTAL</b>	___#	___#	___#	___#	___#	___#

**Part B. School Improvement Strategies**

7. In the current school year (2010–11), is your school using the following strategies?

	Is your school currently using this strategy?	If your school is currently using the strategy:			
		What students are targeted?	Did your school start this in response to a change in your AYP or identification status?	To what extent is the strategy is being used with the targeted students? <i>To a limited extent: some teachers/subjects, or infrequent/informal use</i> <i>To some extent: several teachers/subjects, or frequent use</i> <i>To a great extent: all teachers/subjects, or consistently regular use</i>	Compared to three years ago (2007–08), is the extent to which this strategy is used <i>the same, less, or more?</i>
a. Tiered instructional intervention system targeting students at risk (e.g., response to intervention, pre-referral program)	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<ul style="list-style-type: none"> <li>• All students, including students with disabilities</li> <li>• Certain subgroups, including SWDs</li> <li>• SWDs only</li> </ul>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Don't know</li> </ul>	<ul style="list-style-type: none"> <li>• To a limited extent</li> <li>• To some extent</li> <li>• To a great extent</li> </ul>	<ul style="list-style-type: none"> <li>• Less now than before</li> <li>• About the same</li> <li>• More now than before</li> <li>• Don't know</li> </ul>
b. Positive Behavior Interventions and Supports (PBIS) system	[same as item a]	[same as item a]	[same as item a]	[same as item a]	[same as item a]
c. Extended instructional time (e.g., before school, after school, on weekends, within the school day, during the summer, including supplemental educational services)					
d. Block scheduling					
e. Double dosing in ELA/mathematics					

	Is your school currently using this strategy?	If your school is currently using the strategy:			
		What students are targeted?	Did your school start this in response to a change in your AYP or identification status?	To what extent is the strategy is being used with the targeted students? <i>To a limited extent: some teachers/subjects, or infrequent/informal use</i> <i>To some extent: several teachers/subjects, or frequent use</i> <i>To a great extent: all teachers/subjects, or consistently regular use</i>	Compared to three years ago (2007–08), is the extent to which this strategy is used <i>the same, less, or more?</i>
f. Ability grouping (i.e., providing instruction to different groups of students with varying achievement levels)					
g. Test preparation instruction					
h. Instructional and assistive technology					

8. In the current school year (2010–11), are teachers in your school engaged in the following activities?

	Are teachers currently using this strategy?	If teachers are currently using the strategy:			
		What teachers are included?	Did your school start using this in response to your AYP or identification status?	To what extent is the strategy being used? <i>To a limited extent:</i> some teachers/subjects, or infrequent/informal use <i>To some extent:</i> several teachers/subjects, or frequent use <i>To a great extent:</i> all teachers/subjects, or consistently regular use	Compared to three years ago (2007–08), is the extent to which this strategy is used <i>the same, less, or more?</i>
i. Using student achievement data to systematically inform instruction	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers, including special education teachers</li> <li>• Regular education teachers only</li> <li>• Special education teachers only</li> </ul>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Don't know</li> </ul>	<ul style="list-style-type: none"> <li>• To a limited extent</li> <li>• To some extent</li> <li>• To a great extent</li> </ul>	<ul style="list-style-type: none"> <li>• Less now than before</li> <li>• About the same</li> <li>• More now than before</li> <li>• Don't know</li> </ul>
j. Team teaching model (e.g., a regular education and a special education teacher co-teaching a class)	[same as item a]	[same as item a]	[same as item a]	[same as item a]	[same as item a]
k. Collaboration through common planning time					

9. Over the past six years (2005–06 to 2010–11), has your school adopted the following programs or strategies?

	Has your school adopted this program or strategy over the past six years (2005–06 to 2010–11)?	Did your school adopt this program or strategy in response to your AYP or identification status?	Is your school continuing to use this program or strategy in the current year (2010–11)?
l. Adopted a whole-school comprehensive reform program (e.g., America's Choice, Success for All, Talent Development)  Name of model: _____	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Don't know</li> </ul>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Don't know</li> </ul>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>
m. Adopted new instructional programs or curricula in reading/language arts/English	[same as item a]	[same as item a]	[same as item a]
n. Adopted new instructional programs or curricula in mathematics			
o. Adopted reading across the curriculum			
p. Engaged in deliberate efforts to move students with disabilities from self-contained to regular education classrooms			

10. Of the strategies a–p from the tables above, please identify up to three strategies that have been *most important* to your school's efforts to improve the achievement of students with disabilities in your school.

Strategy #1 (letter) \_\_\_\_\_ or Other (briefly describe) \_\_\_\_\_

Strategy #2 (letter) \_\_\_\_\_ or Other (briefly describe) \_\_\_\_\_

Strategy #3 (letter) \_\_\_\_\_ or Other (briefly describe) \_\_\_\_\_

11. Please select one of the three strategies that you identified as being most important and identify the number of the strategy from the list above (1, 2, or 3): \_\_\_\_\_

How was this strategy implemented in your school (who implemented, how, when, etc.) and in what ways did it contribute to efforts to improve the achievement of students with disabilities in your school?

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**Part C. Professional Development**

12. Thinking about the **majority** of **special education teachers** in your school, how much professional development (not including coaching or mentoring) did they receive from your school or district on the following topics during the past 12 months?

Topic	None	Less than 1 day (less than 6 hours)	1-2 days (6-17 hours)	3-4 days (18-29 hours)	5-10 days (30-60 hours)	More than 10 days (more than 60 hours)	Is this <i>the same as, less than, or more than</i> last year?
a. Implementing specific instructional approaches or curricula aimed at improving the achievement of <i>all students</i>	0	1	2	3	4	5	Less Same More
b. Implementing specific instructional approaches or curricula aimed <i>specifically</i> at improving the achievement of <i>students with disabilities</i>	0	1	2	3	4	5	Less Same More

13. Thinking about the **majority** of **special education teachers** in your school, how frequently did they receive coaching on the following topics during the past 12 months?

Topic	None	Monthly	Weekly	Daily	Is this <i>the same as, less than, or more than</i> last year?
a. Implementing specific instructional approaches or curricula aimed at improving the achievement of <i>all students</i>	0	1	2	3	Less Same More
b. Implementing specific instructional approaches or curricula aimed <i>specifically</i> at improving the achievement of <i>students with disabilities</i>	0	1	2	3	Less Same More

**Part D. Instruction**

14. For the current school year (2010–11), what percentage of students with disabilities receive the majority of their instruction in mathematics and English/language arts in the following types of settings?

Type of setting:	Mathematics	English/language arts/reading	Is this the <i>same</i> as, <i>less</i> than, or <i>more</i> than last year?
a. Regular education classroom taught by regular education teacher with no or minimal support/ accommodations	_____ %	_____ %	Less Same More
b. Regular education classroom taught by regular education teacher with substantial support/ accommodations	_____ %	_____ %	Less Same More
c. Regular education classroom co-taught by regular education and special education teachers	_____ %	_____ %	Less Same More
d. Self-contained classroom	_____ %	_____ %	Less Same More
e. Resource room	_____ %	_____ %	Less Same More
f. Other (please specify): _____	_____ %	_____ %	Less Same More

15. For the current school year (2010–11), how many students with disabilities in your school receive extended-day instruction (e.g., after-school or Saturday tutoring)?

- a. For reading \_\_\_\_\_
- b. For mathematics \_\_\_\_\_

**Part E. Assessment**

16. For the current school year (2010–11), what percentage of students with disabilities in tested grades have the following types of statewide assessment documented in their IEPs?

	Percentage of students with disabilities in tested grades whose IEPs report the student is to participate in:	Have there been changes in the percentages over the past three years (2008–09 to 2010–11)?		
		Lower percentage	No change	Higher percentage
a. Regular assessment without accommodations	_____%	-1	0	1
b. Regular assessment with accommodations	_____%	-1	0	1
c. Alternate assessment based on grade-level standards	_____%	-1	0	1
d. Alternate assessment based on modified standards	_____%	-1	0	1
e. Alternate assessment based on alternate standards	_____%	-1	0	1

17. How many students with disabilities in your school have standards-based IEPs?

All students with disabilities / Some students with disabilities / No students with disabilities

**Thank you for completing this survey!**