



**Member/Participant Survey Summary Report  
June 2007 ASE Spring Conference**

**MCAS**

1. If multiple measures of assessment were made available for assessing students with disabilities (as an alternate to Portfolio Assessment), are there specific assessments that you would favor?

<b>54.5%</b> YES
<b>27.3%</b> NO
<b>18.2%</b> Blank

If yes, other than Portfolio Assessment, what would you recommend?  
*(by %age of responses in general categories)*

<b>37.5%</b> Teacher Assessment (let teachers guide process, not the State)
<b>31.3%</b> Use of tools that are less time & labor intensive
<b>18.8%</b> Oral assessment & demonstration
<b>12.5%</b> Make use of student growth data

2. Portfolio Assessment has received “mixed reviews” from special education teachers and administrators. Please note any changes to the Portfolio Assessment process that you feel would enhance this method of student evaluation.  
*(by %age of responses in general categories)*

<b>60.0%</b> Provide a process that is less time and labor intensive
<b>28.0%</b> Need for a process that focuses on content rather than process
<b>12.0%</b> More use of technology and computerized data collection

3. Beginning with the class of 2010, high school students who receive an MCAS score between 220 and 240 would be required to follow an “Educational Proficiency Plan (EPP)” in order to meet graduation requirements. Has your district begun to discuss this new score requirement?

<b>29.5%</b> YES
<b>68.2%</b> NO
<b>2.3%</b> Blank

4. Would you favor DOE guidance for districts regarding writing and implementing EPPs?

<b>90.9%*</b>	YES
<b>6.8%</b>	NO
<b>2.3%</b>	Blank

*\*a number of the YES responses included a general "qualifier" indicating that they would favor such guidance only if it was clear, accurate and defensible.*

5. Were you aware of the new EPP requirement before reading this survey?

<b>59.1%</b>	YES
<b>38.6%</b>	NO
<b>2.3%</b>	Blank

**PARENTS**

6. A recent Supreme Court ruling allows parents to proceed to court regarding special education decisions without a need for an attorney. Do you anticipate that this ruling will have an impact on parents and schools working collaboratively within your district?

<b>38.6%</b>	YES
<b>52.3%</b>	NO
<b>9.1%</b>	Blank

If yes, in what way?

*(by %age of responses in general categories)*

<b>33.1%</b>	Parents need an attorney or they'll be at a disadvantage
<b>26.7%</b>	Parents will be more apt to move toward litigation
<b>20.0%</b>	Frivolous filing
<b>13.4%</b>	Establishes a new venue for those who are always "disgruntled"
<b>6.8%</b>	Will negatively impact the resolution process

7. The DOE will be sending "Parent Satisfaction Surveys" to the second cohort of school communities. Returns from the first cohort were somewhat limited. What "outreach" activities do you think should be implemented to increase parent input in this process?

*(by %age of responses in general categories)*

<b>31.6%</b>	Make use of the PACs
<b>26.3%</b>	Notice from school district, not DOE
<b>15.8%</b>	Have district present survey at conclusion of Team meetings
<b>10.5%</b>	Provide preliminary information to parents prior to sending survey
<b>10.5%</b>	Doesn't the lack of response give DOE useful information?
<b>5.3%</b>	Have surveys in different languages

8. In working with Parent/Student Advocates during this school year, have you seen any improvements in collaborative/cooperative planning with your school district?

<b>29.5%</b> YES
<b>52.3%</b> NO
<b>18.2%</b> Blank

If no, please describe the issues your district has in working with advocates:  
(by %age of responses in general categories)

<b>36.0%</b> They remain adversarial
<b>24.0%</b> Often not familiar with regulations and/or school policy
<b>20.0%</b> Unreasonable expectations / sense of entitlement
<b>12.0%</b> Personal issues "cloud" role as advocate
<b>8.0%</b> If not licensure, certainly certification testing

**OTHER**

9. As you consider special education administration priorities for the 2007-2008 school year, please rank order the importance of the following for your school district:  
(ranked on a 5, 4, 3, 2, 1, 0 scoring chart ... 5 = most important / 0 = least important)

<b>4.24</b> Collaboration with General Education Staff
<b>4.15</b> Rtl
<b>4.00</b> Dealing with "Paper Work" Mandates
<b>3.88</b> MCAS/AYP
<b>3.83</b> Interagency Collaboration
<b>3.80</b> Principals Role in Special Education
<b>3.67</b> Collaboration with Parents and Advocates
<b>3.62</b> Recruitment/Retention of Sped Staff
<b>3.55</b> Balancing IDEA and NCLB
<b>3.49</b> Training/Support Regarding Autism Spectrum



*Data compiled by:*

<p><b>MASSACHUSETTS ADMINISTRATORS FOR SPECIAL EDUCATION</b></p> <p>80 Prospect Street ◦ Suite 211 ◦ Cambridge, Massachusetts 02138</p> <p>Tel: 617-354-4924 ◦ Fax: 617-354-4926</p> <p><a href="mailto:contactasema@mindspring.com">contactasema@mindspring.com</a></p>
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