

MASSACHUSETTS ADMINISTRATORS FOR SPECIAL EDUCATION

☞ October, 2007 Member/Participant Survey Results ☞

TYPE OF COMMUNITY/DISTRICT/SCHOOL YOU REPRESENT:

9.4%	Urban LEA
50.0%	Suburban LEA
9.4%	Rural LEA
18.8%	Regional School District
3.1%	Charter School
6.3%	Educ. Collaborative
3.1%	Private Special Ed. School

SEE BAR GRAPH ON PAGE 4

MCAS ACCOMMODATIONS:

All special education students must have MCAS standard and non-standard accommodations considered as part of the IEP Team process. The following information/data will assist ASE in our discussions with the Department of Education.

1. Are your Special Education Teams having difficulty in determining whether to allow the non-standard accommodation of "reading the reading" portion of the test to a student?

75%	YES
25%	NO

SEE BAR GRAPH ON PAGE 4

If yes, what seems to be the major reason(s) for confusion/debate?

- *Changing criteria for "non-reader" – change in past practice*
- *Varying interpretations fro school to school*
- *How can a HS student who is only able to decode a 1 syllable word not be considered a "non-reader?"*
- *Inconsistency with Team determinations regarding this non-standard accommodation*
- *Determining the very low level reader fro the non-reader*
- *Issue with student (and parent) anxiety*

2. Have there been other MCAS standard and/or non-standard accommodations that have posed difficulty/confusion for your IEP Teams? (Non-response considered as a "no")

53.1%	YES
46.9%	NO

SEE BAR GRAPH ON PAGE 5

If yes, please specify those standard and/or non-standard accommodations that have posed such difficulty/confusion ...

- *DOE should create a rubric to assist Teams in making non-standard accommodation decisions*
- *Use of a calculator (53% of "yes" responses to this item)*
- *Use of a scribe (24% of "yes" responses to this item)*

UNILATERAL SPECIAL EDUCATION PLACEMENT

Earlier this month the U.S. Supreme Court upheld a lower court ruling that a family was entitled to be reimbursed for their disabled child's unilateral placement at a private special education school (New York Board of Education v Tom F.).

3. During the '06/'07 school year, were there any students from your district unilaterally placed by their parents at private special education schools? (Non-response considered as a "no")

57.1%	YES
42.9%	NO

SEE BAR GRAPH ON PAGE 5

If yes, how many? Average = 2.1 Unilateral Placements (High of 7, Low of 1)

Of these cases, how many of the placements did your district fully or partially fund?

Average = 1.8 unilaterally placed students fully or partially funded by district (High of 7, Low of 0)

RECRUITMENT/RETENTION OF RELATED SERVICE PROVIDERS:

Recruitment and retention of special education professionals, especially related service providers, has become a state and national concern. Finding qualified, licensed staff is a major concern for most communities/districts/schools.

4. Is your community/district/school having difficulty in hiring and retaining related service providers (e.g. SLPs, OTs, PTs, & Psychologists)?

75%	YES
25%	NO

SEE BAR GRAPH ON PAGE 6

5. Has this issue resulted in a requirement to provide students with "compensatory services?"

58.6%	YES
41.4%	NO

SEE BAR GRAPH ON PAGE 6

If yes, what was the approximate cost of providing such compensatory services during the '06/'07 school year?

Average Amount Reported \$40,333 (High of \$500,000, Low of \$1,000)

6. Please rank order, by degree of difficulty, the related service provider positions your district has had the most difficulty recruiting/retaining (5 = most difficult ... 1 = least difficult)

Psychologist	3.08
Speech/Lang. Therapist	4.31
Occupational Therapist	2.96
Physical Therapist	2.23

SEE BAR GRAPH ON PAGE 7

Also noted: (1) Vision Specialist, (2) Orientation/Mobility Specialist

DSS CASEWORKERS IN THE SCHOOLS:

There is growing discussion at the State level regarding the placement of DSS caseworkers in public school settings in order to support DSS/school collaboration, as well as provide needed support to identified students.

7. Would you support the concept of placing DSS caseworkers in the public schools?

80.6%	YES*
19.4%	NO

SEE BAR GRAPH ON PAGE 7

** A number of “yes” responses included a qualifier that the caseworker’s role must be clearly articulated with input from the schools*

If yes, please indicate, by rank order of importance, the most crucial school level for caseworker involvement (5 = most important ... 1 = least important)

<i>Preschool</i>	3.28
<i>Elementary School</i>	3.80
<i>Middle School</i>	4.00
<i>High School</i>	3.88

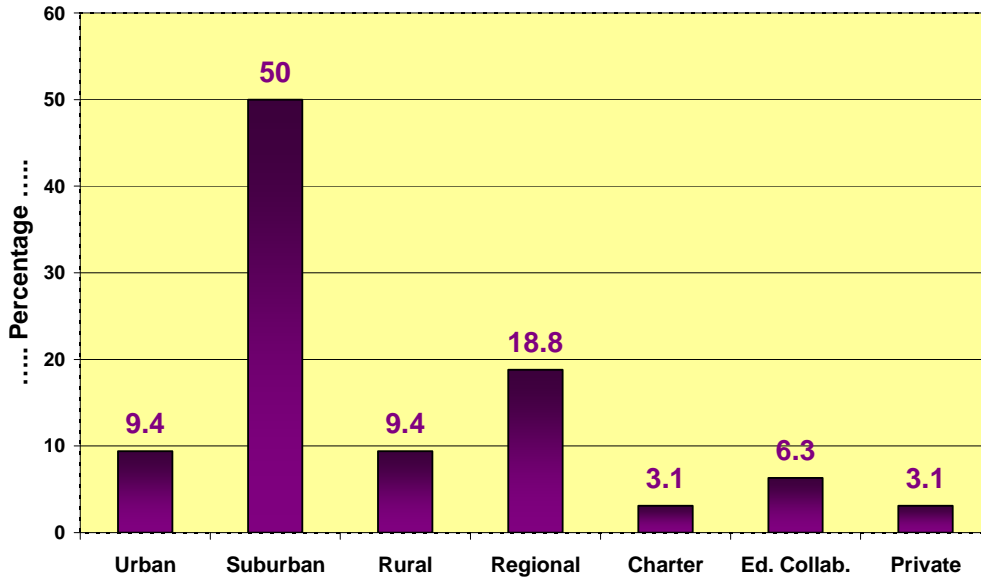
SEE BAR GRAPH ON PAGE 8

Bar Graph Summaries of the data reported above can be found on the following pages

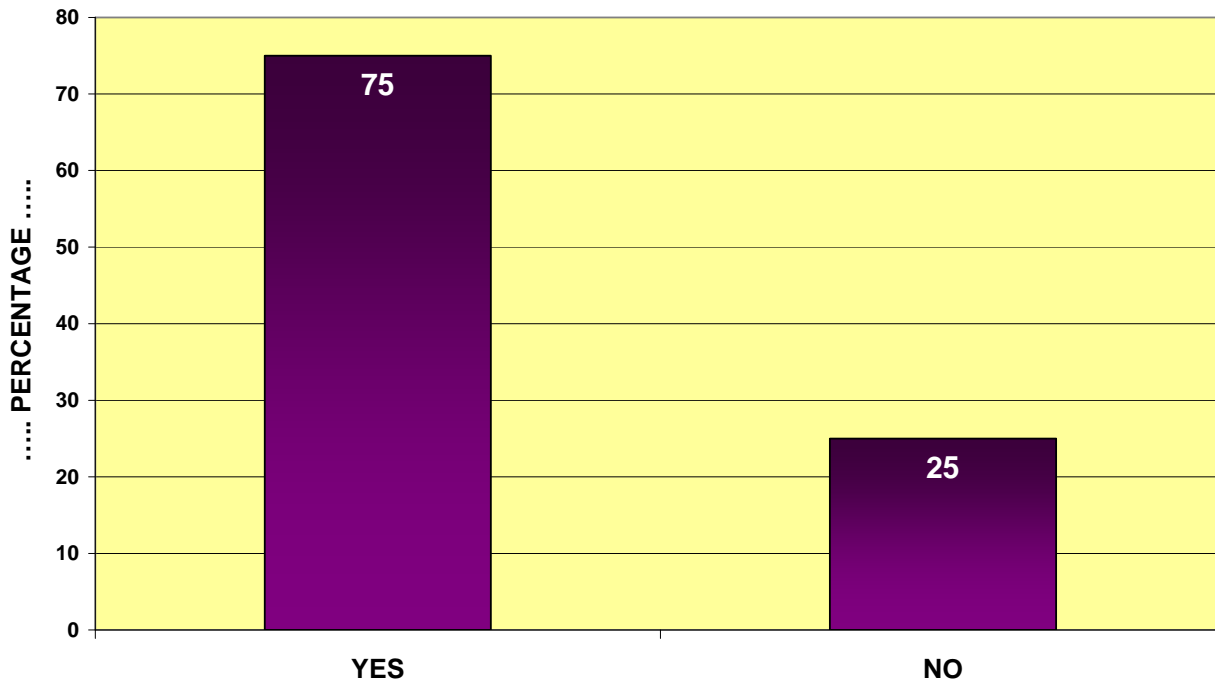
DATA COMPILED BY:



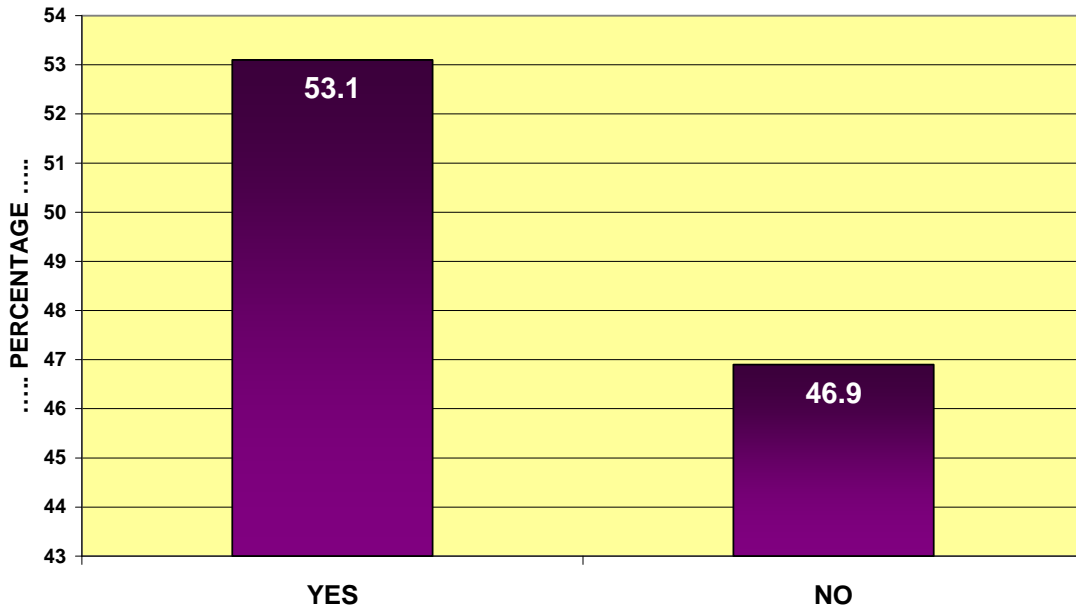
ASE SURVEY
OCTOBER 2007 RESPONDENTS
Type of Community/District/School you Represent



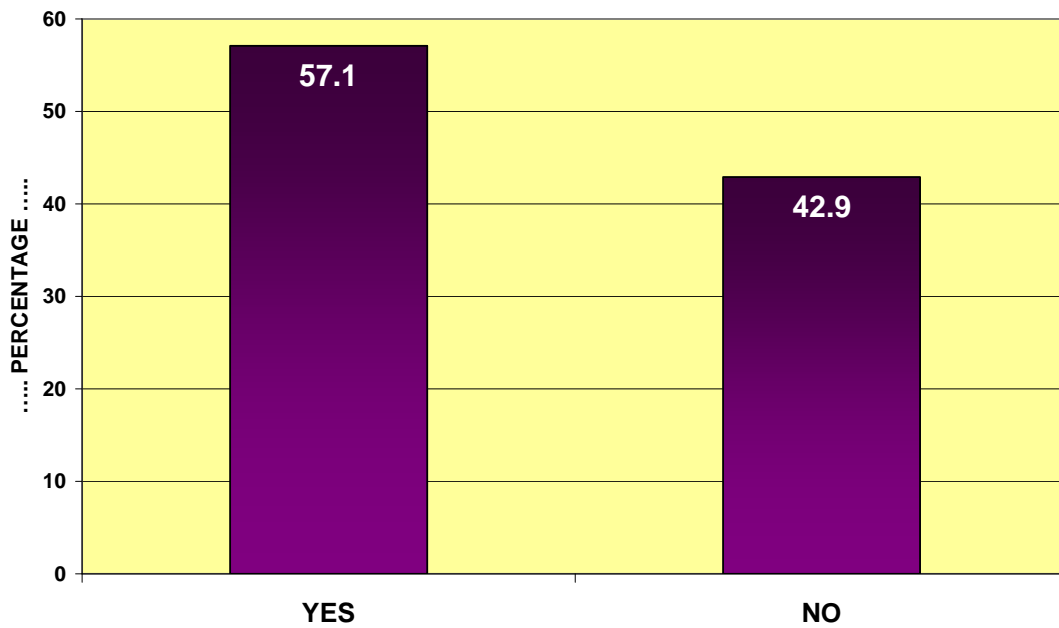
ITEM 1: Are your Special Education Teams having difficulty in determining whether to allow the non-standard accommodation of "reading the reading" portion of the test to a student?



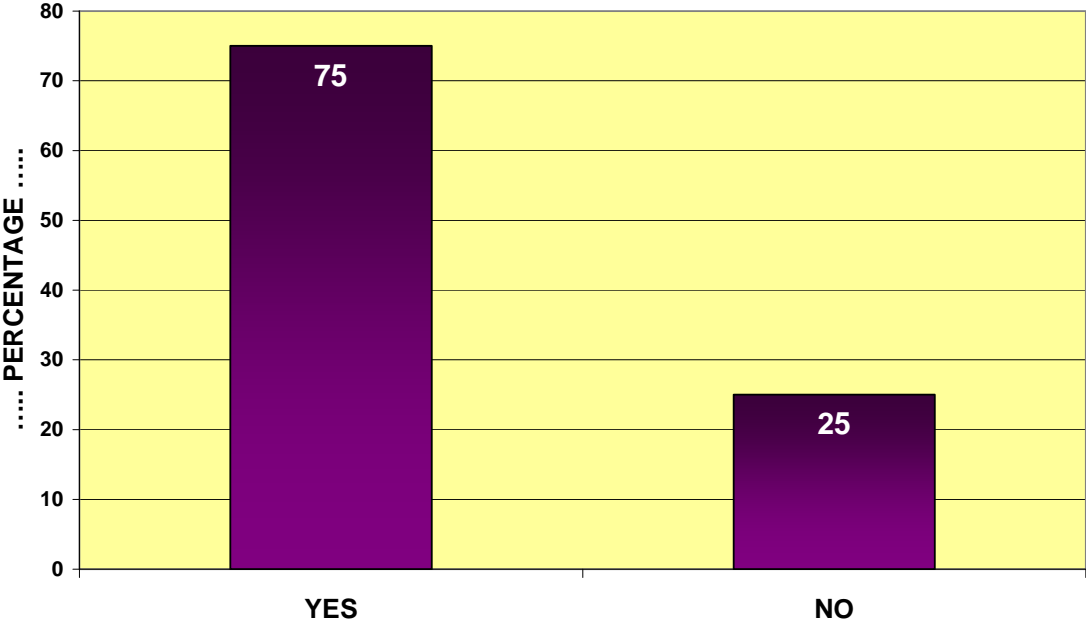
ITEM 2: Have there been other MCAS Standard and/or Non-Standard Accommodations that have posed difficulty/confusion for your IEP Teams?



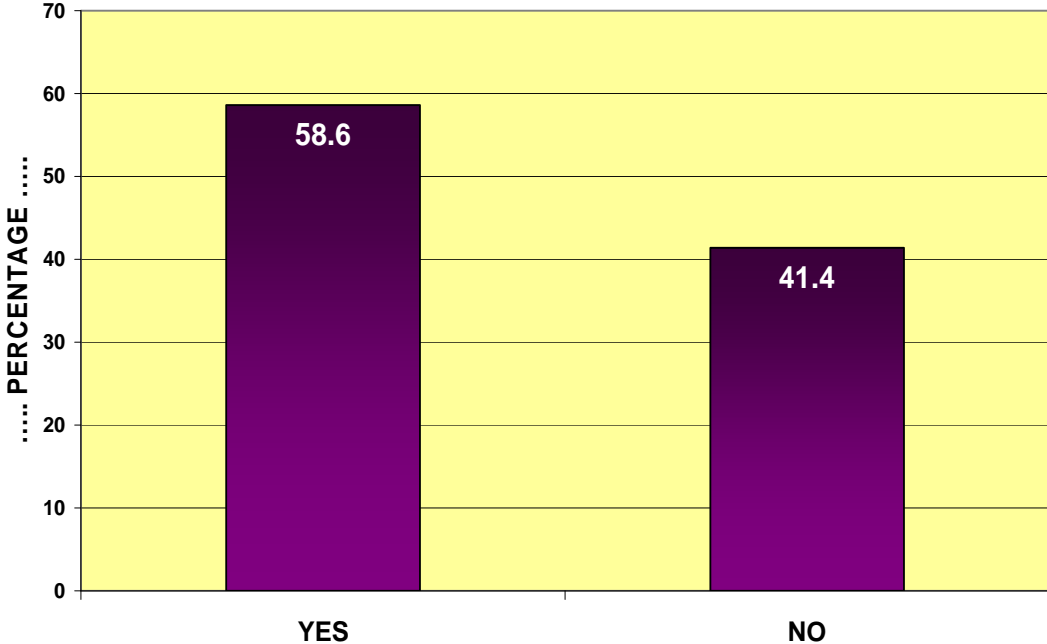
ITEM 3: During the '06/'07 school year, were there any students from your district unilaterally placed by their parents at private special education schools?



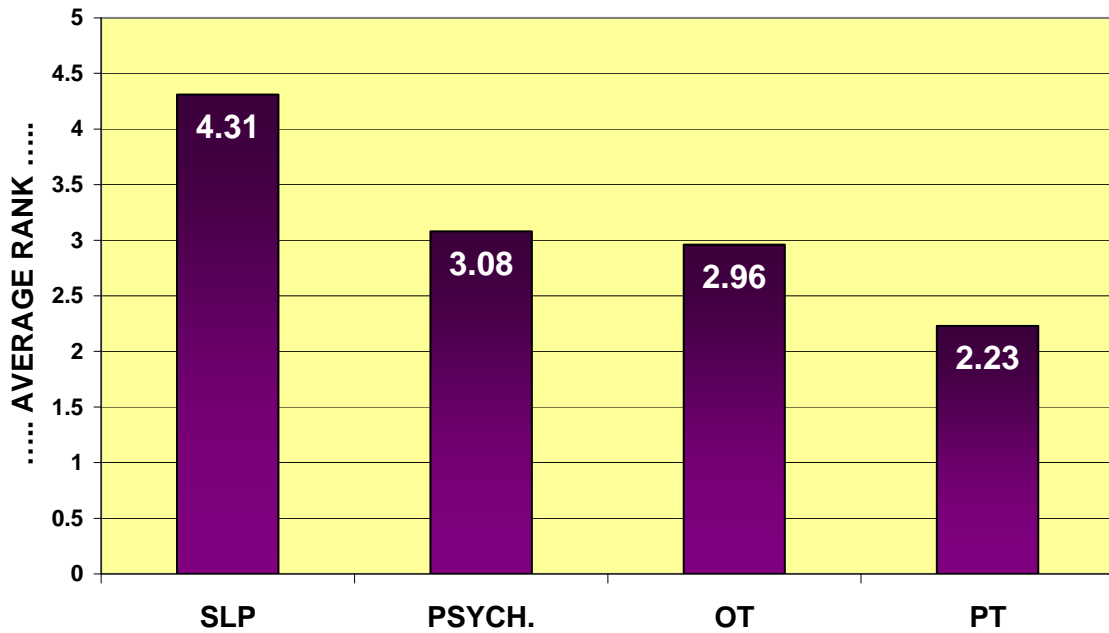
ITEM 4: Is your community/district/school having difficulty in hiring and retaining related services providers (e.g. SLPs, OTs, PTs, & Psychologists)?



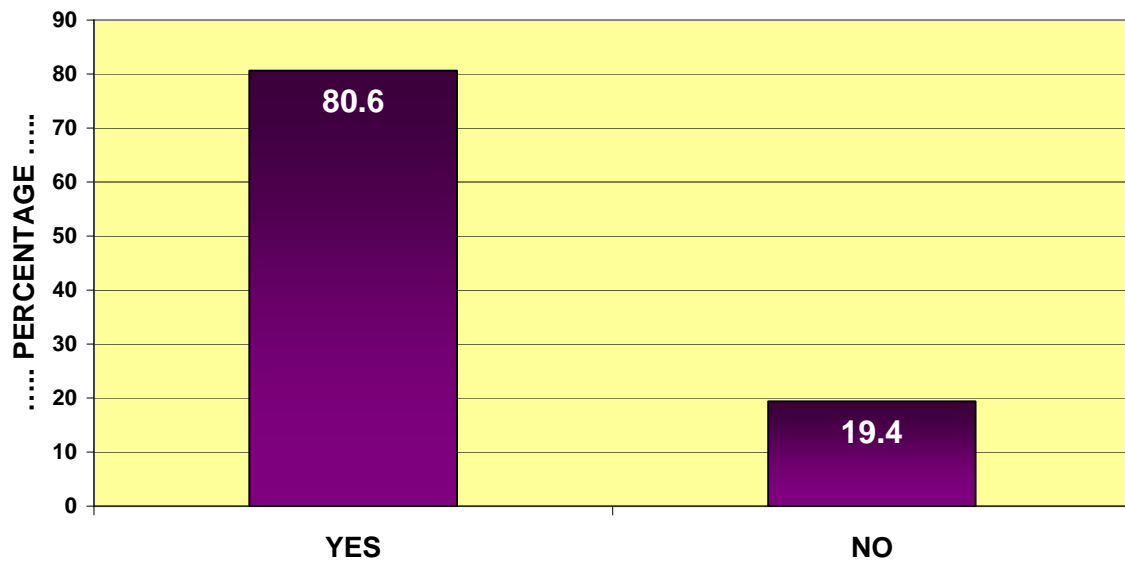
ITEM 5: Has the difficulty in the hiring and retention of related service providers resulted in "compensatory services?"



ITEM 6: Please rank order, by degree of difficulty, the related service provider positions your school/district has had the most difficulty recruiting/retaining. (5 = most difficult ... 1 = least difficult)

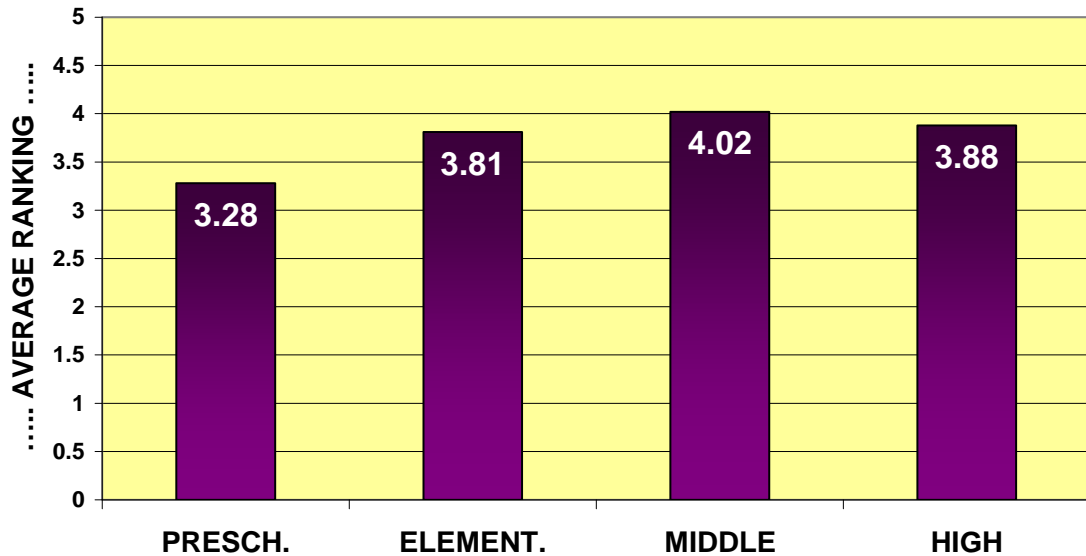


ITEM 7: Would you support the concept of placing DSS caseworkers in the public schools?



ITEM 7A: If you do support the idea of DSS caseworkers being placed in public schools, indicate, by rank order of importance, the most crucial school level for caseworker involvement.

(5 = most important ... 1 = least important)



DATA RESULTS
MASSACHUSETTS ADMINISTRATORS FOR
SPECIAL EDUCATION
OCTOBER 2007 MEMBER SURVEY