Appendix I

Learning Disabilities Program Evaluation Committee
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>District/Place</th>
<th>Region</th>
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<tr>
<td>Virginia Bender (Chair)</td>
<td>Director</td>
<td>Rockwood</td>
<td>West Region</td>
</tr>
<tr>
<td>Mary Ann Cooper</td>
<td>Area Coordinator</td>
<td>Lindbergh</td>
<td>South Region</td>
</tr>
<tr>
<td>Carolyn Marren</td>
<td>Area Coordinator</td>
<td>Kirkwood</td>
<td>South Region</td>
</tr>
<tr>
<td>Amy Meeks</td>
<td>Area Coordinator</td>
<td>Mehlville</td>
<td>South Region</td>
</tr>
<tr>
<td>Mary Ellen O’Hare</td>
<td>Facilitator</td>
<td>Learning &amp; Assessment</td>
<td>County wide</td>
</tr>
<tr>
<td>Teale Shearer</td>
<td>Area Coordinator</td>
<td>Pattonville</td>
<td>Central Region</td>
</tr>
<tr>
<td>Jama Anthony-Petter</td>
<td>Parent</td>
<td>Kirkwood</td>
<td>South Region</td>
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<table>
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<tr>
<th>Name</th>
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<tr>
<td>Barb Macchi</td>
<td>Teacher</td>
<td>University City</td>
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<tr>
<td>Pam Kortum</td>
<td>Community representative</td>
<td>Director of Learning Disabilities Association</td>
<td>Community</td>
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<td>Karen Calcaterra</td>
<td>Area Coordinator</td>
<td>Pattonville</td>
<td>Central Region</td>
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<tr>
<td>Jewel Jenkins</td>
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<td>Learning Consultant</td>
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<td>Anna Slaughter</td>
<td>Area Coordinator</td>
<td>Normandy</td>
<td>Central Region</td>
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<tr>
<td>Dale Menke</td>
<td>Partner District Principal</td>
<td>Crestview Middle School, Rockwood</td>
<td>West Region</td>
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### Children with Educational Disability by MO and SSD

#### Number of Children Ages 6-21 Served Under IDEA by State

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<tr>
<th></th>
<th>Missouri**</th>
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<td>2002-2003</td>
<td></td>
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</tr>
<tr>
<td><strong>Children with Disabilities (age 3-21)</strong>***</td>
<td># of Children</td>
<td>% of Children</td>
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<tr>
<td>Autism</td>
<td>2,393</td>
<td>2%</td>
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<tr>
<td>Deaf/Blindness</td>
<td>26</td>
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<tr>
<td>Emotional Disturbance</td>
<td>8,762</td>
<td>6%</td>
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<tr>
<td>Hearing Impairment and Deafness</td>
<td>1,311</td>
<td>1%</td>
</tr>
<tr>
<td>Mental Retardation</td>
<td>12,335</td>
<td>9%</td>
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<tr>
<td>Multiple Disabilities</td>
<td>1,013</td>
<td>1%</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>675</td>
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<tr>
<td>Other Health Impairments</td>
<td>10,373</td>
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<tr>
<td><strong>Specific Learning Disabilities</strong></td>
<td>63,880</td>
<td>44%</td>
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<tr>
<td>Speech/Language Impairment</td>
<td>33,143</td>
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<tr>
<td>Traumatic Brain Injury</td>
<td>367</td>
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<tr>
<td>Visual Impairment/Blind</td>
<td>520</td>
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</tr>
<tr>
<td>Developmental Delay</td>
<td>9,364</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>144,162</td>
<td>100%</td>
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</table>

| 2003-2004        |            |      |
| **Children with Disabilities***** | # of Children | % of Children | # of Children | % of Children |
| Autism           | 2,861      | 2%   | 884          | 3%            |
| Deaf/Blindness   | 21         | 0%   | 0            | 0%            |
| Emotional Disturbance | 8,411 | 6%  | 1,670        | 6%            |
| Hearing Impairment and Deafness | 1,691 | 6%  | 1,249        | 4%            |
| Mental Retardation | 1,374 | 5%  | 1,323        | 5%            |
| Multiple Disabilities | 3,494 | 1%  | 301          | 1%            |
| Orthopedic Impairment | 1,108 | 1%  | 124          | 0%            |
| Other Health Impairments | 11,757 | 8%  | 3,138        | 11%           |
| **Specific Learning Disabilities** | 60,028 | 42% | 13,451 | 48% |
| Speech/Language Impairment | 35,245 | 24% | 5,636 | 20% |
| Traumatic Brain Injury | 403     | 0%  | 56          | 0%            |
| Visual Impairment/Blind | 510     | 0%  | 61          | 0%            |
| Developmental Delay | 9,522 | 7%  | 1,249       | 4%            |
| **Total**       | 144,071 | 100% | 28,179 | 100% |

| 2004-2005        |            |      |
| **Children with Disabilities***** | # of Children | % of Children | # of Children | % of Children |
| Autism           | 1,053      | 4%   | 1,053        | 4%            |
| Deaf/Blindness   | 1,053      | 0%   | 1,053        | 0%            |
| Emotional Disturbance | 1,374 | 5%  | 1,374        | 5%            |
| Hearing Impairment and Deafness | 327     | 1%  | 327          | 1%            |
| Mental Retardation | 104     | 0%  | 104          | 0%            |
| Multiple Disabilities | 3,282 | 12% | 3,282        | 12%           |
| Orthopedic Impairment | 6,025 | 21% | 6,025        | 21%           |
| Other Health Impairments | 2,936 | 99% | 2,936        | 99%           |
| **Specific Learning Disabilities** | 12,594 | 45% | 12,594 | 45% |
| Speech/Language Impairment | 6,025 | 21% | 6,025 | 21% |
| Traumatic Brain Injury | 51      | 0%  | 51           | 0%            |
| Visual Impairment/Blind | 62      | 0%  | 62           | 0%            |
| Developmental Delay | 1,065 | 4%  | 1,065        | 4%            |
| **Total**       | 27,936 | 99%  | 27,936 | 99% |

* data from SSD Student Data 12-1-2002, 12-1-2003, 12-1-2004
** data from DESE Special Education State Profile. http://www.dese.mo.gov/divspeced/
***including early childhood and school age
**** data is not available on DESE until July 2005.
### Special School District Services for Students with Specific Learning Disabilities (Census Date 12/1/2002)*

#### 2002-2003 School Year

<table>
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<tr>
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<th>South Region</th>
<th>West Region</th>
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<td>Ladue</td>
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<td>1113</td>
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<td>412</td>
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<td>Others**</td>
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#### Student Information

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<tr>
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<tbody>
<tr>
<td>Percent of students served in SSD with Specific Learning Disabilities</td>
<td>100%</td>
</tr>
<tr>
<td>Home</td>
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<tr>
<td>Itinerant Service outside the Home</td>
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</tr>
<tr>
<td>Early Childhood Setting</td>
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#### Special Education Early Childhood Placement

<table>
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<tr>
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<tr>
<td>Outside Regular Class less than 21% of day***</td>
<td>9143</td>
</tr>
<tr>
<td>Outside Regular Class 21-60%</td>
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<tr>
<td>Outside Regular Class more than 60%</td>
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<tr>
<td>Separate Facility-Private (POS)</td>
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<tr>
<td>Separate Facility-Public (SSD Schools)</td>
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<td>Homebound/Hospital</td>
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<tr>
<td>Public Residential Facility (Court Programs)</td>
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<tr>
<td>Career Training Program</td>
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<tr>
<td>Special Non-Public After School Program (SNAP)</td>
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#### Special Education School Age Placement

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<td>Satisfaction ratings for Parents</td>
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#### Clarifying notes:

**Data from SSD Student database. **Other includes tuition students and non local students. Technical Education students with an educational disability have been included in their home school district.

---

Program Descriptive Data

Services for Students with Learning Disabilities

1

3/15/2004
<table>
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<th>Program Definition</th>
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<th>Central Region</th>
<th>North Region</th>
<th>South Region</th>
<th>West Region</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Brentwood</td>
<td>Clayton</td>
<td>Ladue</td>
<td>Normaldy</td>
<td>Pattonville</td>
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<td></td>
<td>13451</td>
<td>122</td>
<td>240</td>
<td>358</td>
<td>251</td>
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<thead>
<tr>
<th>Student Information</th>
</tr>
</thead>
</table>

| Number of students served in SSD with Specific Learning Disabilities | 100% | 1% | 2% | 3% | 2% | 4% | 4% | 3% | 0% | 23% | 8% | 10% | 5% | 24% | 2% | 1% | 1% | 5% | 3% | 1% | 7% | 3% | 24% | 2% | 13% | 15% | 1% | 29% | 1% |

| Percent of students served in SSD with Specific Learning Disabilities | 100% | 1% | 2% | 3% | 2% | 4% | 4% | 3% | 0% | 23% | 8% | 10% | 5% | 24% | 2% | 1% | 1% | 5% | 3% | 1% | 7% | 3% | 24% | 2% | 13% | 15% | 1% | 29% | 1% |

<table>
<thead>
<tr>
<th>Special Education Early Childhood Placement</th>
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<tr>
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<th>Itinerant Service outside the Home</th>
<th>Early Childhood Setting</th>
<th>Early Childhood Special Education Setting</th>
<th>Separate School</th>
<th>Part Time EC/ Part Time ECSE Setting</th>
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</table>

<table>
<thead>
<tr>
<th>Special Education School Age Placement</th>
</tr>
</thead>
</table>

| Outside Regular Class less than 21% of day*** | 9450 | 97 | 208 | 220 | 203 | 281 | 376 | 313 | 316 | 255 | 39 | 1992 | 646 | 985 | 368 | 1999 | 186 | 55 | 0 | 504 | 370 | 89 | 769 | 297 | 2270 | 1371 | 1552 | 105 | 3028 | 161 |
| Outside Regular Class 21-60%             | 2977 | 23 | 32 | 77 | 46 | 120 | 105 | 201 | 151 | 6 | 761 | 304 | 252 | 241 | 797 | 66 | 39 | 56 | 133 | 77 | 48 | 198 | 64 | 681 | 357 | 328 | 31 | 716 | 22 |
| Outside Regular Class more than 60%     | 893 | 1 | 0 | 53 | 1 | 109 | 17 | 33 | 23 | 12 | 249 | 99 | 152 | 122 | 337 | 5 | 15 | 28 | 30 | 8 | 8 | 5 | 12 | 111 | 21 | 90 | 26 | 137 | 23 |
| Separate Facility-Private (POS)         | 33 | 0 | 0 | 1 | 0 | 3 | 1 | 3 | 0 | 2 | 10 | 3 | 3 | 2 | 8 | 1 | 0 | 1 | 0 | 2 | 0 | 0 | 1 | 5 | 1 | 0 | 0 | 1 | 9 |
| Separate Facility-Public (SSD Schools)  | 52 | 1 | 0 | 3 | 1 | 3 | 1 | 5 | 3 | 0 | 17 | 2 | 3 | 3 | 8 | 1 | 2 | 2 | 0 | 1 | 2 | 1 | 5 | 14 | 4 | 0 | 1 | 5 | 8 |
| Homebound/Hospital                      | 25 | 0 | 0 | 2 | 0 | 2 | 1 | 1 | 3 | 0 | 9 | 5 | 3 | 2 | 10 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 3 | 0 | 3 | 0 | 3 | 0 |
| Public Residential Facility (Court Programs) | 18 | 0 | 0 | 1 | 0 | 0 | 1 | 3 | 3 | 0 | 8 | 3 | 2 | 0 | 5 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 1 | 2 |
| Career Training Program***              | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 | 57 |
| Special Non-Public After School Program (SNAP)*** | 628 | 628 | 628 | 628 | 628 | 628 | 628 | 628 | 628 | 628 | 628 | 628 | 628 | 628 | 628 | 628 | 628 | 628 | 628 | 628 | 628 | 628 | 628 | 628 | 628 | 628 | 628 | 628 |

<table>
<thead>
<tr>
<th>Clarifying notes:</th>
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</table>

<table>
<thead>
<tr>
<th>Satisfaction ratings for Staff</th>
<th>Satisfaction ratings for Parents</th>
</tr>
</thead>
</table>

*Data from SSD Student database. **Other includes tuition students and non local students. ***Number of student for Career Training Program and SNAP are not available for individual partner district. They are included in *Outside Regular Class less than 21% of day***.
## Special School District Services for Students with Specific Learning Disabilities (Census Date 12/1/2004)*

| 2004-2005 School Year | Total St. Louis County | Brentwood | Clayton | Jennings | Ladue | Normandy | Pattonville | Ritenour | E. City | Welton | Total Central Region | Ferguson | Hazelwood | Riverview Gardens | Total North Region | Affton | Bayless | Hancock Place | Kirkwood | Lindbergh | Maryland Heights | Mehlville | Webster Groves | Total South Region | Parkway | Rockwood | Valley Park | Total West Region | Other** |
|------------------------|------------------------|-----------|---------|---------|-------|---------|------------|----------|--------|------|----------------------|----------|-----------|---------------------|------------------|-------|--------|--------------|---------|----------|------------------|--------|-----------|----------------|-----------|-------------|-------------------|---------|-------------|-----------------|-----------|
| **Number of students served in SSD with Specific Learning Disabilities** | 12594 | 105 | 212 | 375 | 249 | 471 | 448 | 523 | 398 | 71 | 2852 | 987 | 1314 | 707 | 3008 | 237 | 96 | 150 | 615 | 408 | 147 | 939 | 356 | 2948 | 1637 | 1891 | 131 | 3659 | 127 |
| **Percent of students served in SSD with Specific Learning Disabilities** | 100% | 1% | 2% | 3% | 2% | 4% | 4% | 4% | 3% | 1% | 23% | 8% | 10% | 6% | 24% | 2% | 1% | 1% | 5% | 3% | 1% | 7% | 3% | 23% | 13% | 15% | 1% | 29% | 1% |
| **Special Education Early Childhood Placement** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Home | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Itinerant Service outside the Home | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Early Childhood Setting | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Early Childhood Special Education Setting | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Separate School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Part Time EC/Part Time ECSE Setting | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Special Education School Age Placement** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Outside Regular Class less than 21% of day*** | 8130 | 77 | 179 | 221 | 185 | 230 | 331 | 278 | 211 | 38 | 1750 | 514 | 868 | 305 | 1687 | 156 | 40 | 69 | 429 | 279 | 76 | 685 | 258 | 1992 | 1170 | 1384 | 90 | 2644 | 57 |
| Outside Regular Class 21-60% | 2939 | 15 | 25 | 83 | 52 | 131 | 88 | 186 | 140 | 19 | 739 | 325 | 260 | 296 | 881 | 63 | 35 | 64 | 101 | 70 | 52 | 183 | 52 | 620 | 336 | 313 | 21 | 670 | 29 |
| Outside Regular Class more than 60% | 787 | 2 | 5 | 54 | 3 | 88 | 21 | 41 | 25 | 14 | 253 | 93 | 137 | 90 | 320 | 3 | 12 | 15 | 29 | 9 | 4 | 8 | 9 | 89 | 16 | 77 | 15 | 108 | 17 |
| Separate Facility-Private (POS) | 22 | 0 | 0 | 0 | 2 | 3 | 0 | 1 | 1 | 0 | 7 | 1 | 1 | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 3 | 0 | 0 | 1 | 1 |
| Separate Facility-Public (SSD Schools) | 41 | 1 | 1 | 3 | 0 | 3 | 1 | 1 | 4 | 0 | 14 | 2 | 5 | 1 | 8 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 4 | 4 | 0 | 0 | 4 | 11 |
| Homebound/Hospital | 47 | 0 | 0 | 7 | 0 | 3 | 2 | 1 | 3 | 0 | 16 | 19 | 4 | 4 | 27 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 3 | 0 | 1 | 0 | 1 | 0 |
| Public Residential Facility (Court Programs) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Career Training Program*** | 39 | 1 | 0 | 3 | 0 | 6 | 1 | 2 | 0 | 0 | 13 | 1 | 3 | 3 | 7 | 3 | 2 | 0 | 0 | 3 | 0 | 2 | 0 | 10 | 6 | 3 | 0 | 9 | 0 |
| Special Non-Public After School Program (SNAP)** | 587 | 9 | 2 | 4 | 7 | 7 | 4 | 13 | 14 | 0 | 60 | 32 | 36 | 8 | 76 | 12 | 7 | 2 | 55 | 47 | 13 | 60 | 31 | 227 | 103 | 113 | 4 | 220 | 4 |

### Clarifying notes:
- *Data from SSD Student database.
- **Other includes tuition students and non local students.
- Technical Education students with an educational disability have been included in their home school district.

Office of Program Evaluation

2/22/2005
Learning Disabilities Program Evaluation--
Teacher (Chairperson) Survey

You have received this survey because you have 5 or more students with LD on your caseload. This survey is part of the Learning Disabilities Program Evaluation and is intended to assist the Special School District (SSD) in assessing the instructional supports in place for students with learning disabilities. Please complete the following survey for students with learning disabilities for whom you are the teacher. Please return the survey to Dr. Chialin Hsieh, Program Evaluation at SSD CO by Pony, by December 23, 2004. You may contact Ginny Bender, Director with questions at 314.989.8268.

### Demographic Information

1. **My role is** (check all that apply)
   - [ ] Cross categorical resource room teacher
   - [ ] Self-contained cross categorical classroom teacher in a partner district
   - [ ] SSD school teacher
   - [ ] Other ____________

2. I provide special education services in a collaborative teaching (CT) or class within a class (CWC) model.
   - [ ] Yes, Please list ________________
   - [ ] No

3. I primarily work in
   - [ ] Elementary school
   - [ ] Middle school
   - [ ] High school

4. Please darken the circle of the educational placement of the students with learning disabilities you serve. (check all that apply).
   - [ ] <21% of school day outside regular class
   - [ ] 21-60% of school day outside regular class
   - [ ] >60% of school day outside regular class
   - [ ] Public separate facility (SSD School)

5. What is the percentage of students on your caseload with learning disabilities?
   - [ ] less than 25%
   - [ ] between 25% to 50%
   - [ ] between 51% to 75%
   - [ ] more than 75%

6. What is the percentage of time you work with students with learning disabilities?
   - [ ] less than 25%
   - [ ] 25% - 50%
   - [ ] 51% - 75%
   - [ ] more than 75%

7. I have
   - [ ] Bachelor's degree
   - [ ] Bachelor's degree + courses
   - [ ] Master's degree
   - [ ] Master's degree + courses
   - [ ] Doctorate

8. The number of years I have worked in an educational setting is
   - [ ] less than 3 years
   - [ ] 3-5 years
   - [ ] 6-10 years
   - [ ] 11-15 years
   - [ ] 16-25 years
   - [ ] 26-35 years

9. The number of years I have worked in the special education area is
   - [ ] less than 3 years
   - [ ] 3-5 years
   - [ ] 6-10 years
   - [ ] 11-15 years
   - [ ] 16-25 years
   - [ ] 26-35 years

10. The number of years I have worked at Special School District is
    - [ ] less than 3 years
    - [ ] 3-5 years
    - [ ] 6-10 years
    - [ ] 11-15 years
    - [ ] 16-25 years
    - [ ] 26-35 years
11. I have certification(s) or license(s) in (check all that apply)

- Elementary Education--Early Childhood (B-3)
- Middle School (Subject: __________)
- Sp Ed--Early Childhood Special Education
- Sp Ed--Mild/Moderate: Learning Disabled
- Sp Ed--Mild/Moderate: Cross Categorical
- Sp Ed--Severely Developmentally Disordered
- Sp Ed--Blind/Partially Sighted
- School Counselor (K-8)
- School Counselor (K-12)
- School Psychologist (K-12)
- Elementary Education--1-6
- Secondary Education (Subject(s): ________)
- Sp Ed--Mild/Moderate: BD/ED
- Sp Ed--Mild/Moderate: Mentally Handicapped
- Sp Ed--Mild/Moderate: Physical & OI
- Sp Ed--Speech/Language Specialist
- Sp Ed--Deaf/Hearing Impaired
- School Counselor (7-12)
- School Psychological Examiner (K-12)
- Other, Specify_____________________

12. I work in

- Affton
- Brentwood
- Ferguson-Florissant
- Hazelwood
- Kirkwood
- Lindbergh
- Mehville
- Parkway
- Ritenour
- Rockwood
- Valley Park
- Wellston
- Technical Education School
- Bayless
- Clayton
- Hancock Place
- Jennings
- Ladue
- Maplewood Richmond Heights
- Normandy
- Pattonville
- Riverview Gardens
- University City
- Webster Groves
- Special Education School

To what degree are you currently implementing the following skills in your classroom for students with learning disabilities. If you do not have the opportunities to implement the following skills, please darken the "NA" for not applicable.

<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>N=Not at all</th>
<th>L=Limited</th>
<th>M=Moderate</th>
<th>O=Often</th>
<th>A=Always</th>
<th>NA=Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Establish universal classroom structures and supports to promote student behavior conducive to learning.</td>
<td>N L M O A NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 14. Apply behavior principles to classroom structures and management. | N L M O A NA |

| 15. Facilitate the development of a functional assessment and behavior intervention plan. | N L M O A NA |

| 16. Facilitate the implementation of individual behavior intervention plans and regularly evaluate student progress, adjusting instruction as needed. | N L M O A NA |

| 17. Utilize assessment strategies to analyze and determine the social and emotional needs of students within the context of collaborative teams. | N L M O A NA |
# Learning Disabilities Program Evaluation--Teacher (Chairperson) Survey

<table>
<thead>
<tr>
<th>Response Definition: N=Not at all  L=Limited  M=Moderate  O=Often  A=Always  NA=Not applicable</th>
<th>N</th>
<th>L</th>
<th>M</th>
<th>O</th>
<th>A</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Monitor the student's social and emotional development and select strategies to teach social skills (interpersonal, affective and coping skills), within the context of collaborative teams.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>19. Promote generalization and maintenance of self-discipline, self-regulation and self-control through instruction and creation of support systems.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>20. Collaboratively analyze student performance and teacher behavior to determine improvement needs.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>21. Study effective practices and implement research based strategies to improve student social and emotional needs.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

## Quality Instruction

<table>
<thead>
<tr>
<th>N</th>
<th>L</th>
<th>M</th>
<th>O</th>
<th>A</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. Assess student abilities and analyze data to make instructional decisions.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>23. Provide systematic instruction.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>24. Plan lessons (within the district's curriculum frameworks) that have observable and measurable student outcomes.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>25. Demonstrate techniques to promote maximum student involvement/engagement.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>26. Provide specialized instruction to access district curriculum based on student abilities and needs.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>27. Provide systematic feedback to students.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>28. Implement specific assistive technology to meet the needs of students on caseload.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>29. Support students through generalization and maintenance of acquired skills in collaboration.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>30. Interpret data from district assessments to determine student needs within the context of collaborative teams.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>31. Select strategies to increase student achievement based on analysis of student needs within the context of collaborative teams.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>32. Integrate technology into the learning environment.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>33. Provide and evaluate instruction for student achievement within the context of collaborative teams.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>34. Plan lessons that reflect cultural and ethnic diversity.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>35. Independently pursue additional knowledge and skills to enhance instructional practices.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>36. Demonstrate expertise in effective practices and collaboratively share instructional practices and data with colleagues to improve own instruction.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>37. Develop innovative strategies and instruction to meet the needs of students.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>38. Evaluate and change own practices based on student data.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

## Student Performance/Literacy

<table>
<thead>
<tr>
<th>N</th>
<th>L</th>
<th>M</th>
<th>O</th>
<th>A</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>39. Identify the components of balanced literacy.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>40. Ensures student schedules reflect all of the components of balanced literacy.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>41. Assess student abilities and select research based strategies to meet specific student needs and interests.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>42. Differentiate instruction to meet the needs of students in a variety of collaborative settings.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>43. Develop effective student data keeping systems.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>44. Collaboratively analyze student performance.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>45. Study best practices and implement research based strategies to improve student achievement.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Learning Disabilities Program Evaluation--Teacher (Chairperson) Survey

Professional Growth

Response Definition: N=Not at all  L=Limited  M=MODERATE  O=Often  A=Always  NA=Not applicable

46. Examine current teaching practices to support district goals. ................................................................. O O O O O
47. Engage in collaborative planning and reflection throughout all instructional areas including assessment, intervention and evaluation. ................................................................. O O O O O
48. Participate in reflective practices aimed at implementing effective practices in the educational setting. O O O O O
49. Provide leadership in collaborative projects with partner district to improve student performance. ...... O O O O O
50. Share collaborative work with colleagues to solicit reflective feedback and professional growth. ....... O O O O O
51. Offer support to new staff in the acquisition of needed skills through a variety of collaborative efforts including mentoring, coaching and modeling............................................................................. O O O O O

Effective supports or resources for your students with learning disabilities

52. Please list 3 effective supports or resources that you use for students with learning disabilities.

Additional supports you need that are essential for your students with learning disabilities

53. Please list 3 additional supports you need that are essential to your students with learning disabilities.

LD Service Description

54. I am the only instructor for my students with LD in the following core content area(s) (check all that apply)

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Reading</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>Other</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

55. I provide direct reading instruction to students with LD.

<table>
<thead>
<tr>
<th>Yes, # of students</th>
<th>No, go to item 60</th>
</tr>
</thead>
</table>

56. If yes, average # of minutes per student per week in reading?

<table>
<thead>
<tr>
<th>&lt;80 min/std/wk</th>
<th>80-149</th>
<th>150-249</th>
<th>250-350</th>
</tr>
</thead>
</table>

57. I use the following instructional materials and/or curriculum. (Check all that apply)

<table>
<thead>
<tr>
<th>Teacher made</th>
<th>Commercial</th>
<th>Partner district</th>
<th>Other</th>
</tr>
</thead>
</table>

58. Please describe what materials, methods or strategies are used to help students in reading (i.e., SPIRE).

59. In what setting is the instruction provided? (check all that apply)

<table>
<thead>
<tr>
<th>Individually (SES)</th>
<th>Small group (SES)</th>
<th>CT or CWC</th>
<th>Other</th>
</tr>
</thead>
</table>
Learning Disabilities Program Evaluation--Teacher (Chairperson) Survey

Writing
60. I provide direct writing instruction to students with LD.
   ○ Yes, # of students____  ○ No, go to item 65

61. If yes, average # of minutes per student per week in writing?
   ○ <80 min/Student/week  ○ 80-149  ○ 150-249  ○ 250-350

62. I use the following instructional materials and/or curriculum. (Check all that apply)
   ○ Teacher made  ○ Commercial  ○ Partner district  ○ Other____

63. Please describe what materials, methods or strategies are used to help students in writing (i.e., KU Writing Strategies)
   
64. In what setting is the instruction provided? (check all that apply)
   ○ Individually (SES)  ○ Small group (SES)  ○ CT or CWC  ○ Other____

Math
65. I provide direct math instruction to students with LD.
   ○ Yes, # of students____  ○ No, go to item 70

66. If yes, average # of minutes per student per week in math?
   ○ <80 min/Student/week  ○ 80-149  ○ 150-249  ○ 250-350

67. I use the following instructional materials and/or curriculum. (Check all that apply)
   ○ Teacher made  ○ Commercial  ○ Partner district  ○ Other____

68. Please describe what materials, methods or strategies are used to help students in math (i.e., Touch Math).
   
69. In what setting is the instruction provided? (check all that apply).
   ○ Individually (SES)  ○ Small group (SES)  ○ CT or CWC  ○ Other____

Self Management Skills/Study Skills/Learning Strategies
70. I provide direct self management skills/study skills/learning strategies instruction to students with LD.
   ○ Yes, # of students____  ○ No, go to item 75

71. If yes, average # of minutes per student per week in self management skills/study skills/learning strategies?
   ○ <80 min/Student/week  ○ 80-149  ○ 150-249  ○ 250-350

72. I use the following instructional materials and/or curriculum. (Check all that apply)
   ○ Teacher made  ○ Commercial  ○ Partner district  ○ Other____

73. Please describe what materials, methods or strategies are used to help students in self management skills/study skills/learning strategies (i.e., Skills for School Success).
   
74. In what setting is the instruction provided? (check all that apply).
   ○ Individually (SES)  ○ Small group (SES)  ○ CT or CWC  ○ Other____

Social Skills
75. I provide direct social skills instruction to students with LD.
   ○ Yes, # of students____  ○ No, go to item 80
Learning Disabilities Program Evaluation--Teacher (Chairperson) Survey

76. If yes, average # of minutes per student per week in social skills?
   - ○ <80 min/ std/ wk
   - ○ 80-149
   - ○ 150-249
   - ○ 250-350

77. I use the following instructional materials and/or curriculum. (Check all that apply)
   - ○ Teacher made
   - ○ Commercial
   - ○ Partner district
   - ○ Other_____

78. Please describe what materials, methods or strategies are used to help students in social skills.

79. In what setting is the instruction provided? (check all that apply).
   - ○ Individually (SES)
   - ○ Small group (SES)
   - ○ CT or CWC
   - ○ Other_____

Self-advocacy Skills

80. I provide direct self-advocacy skills instruction to students with LD.
   - ○ Yes, # of students____
   - ○ No, go to item 85

81. If yes, average # of minutes per student per week in self-advocacy skills?
   - ○ <80 min/ std/ wk
   - ○ 80-149
   - ○ 150-249
   - ○ 250-350

82. I use the following instructional materials and/or curriculum. (Check all that apply)
   - ○ Teacher made
   - ○ Commercial
   - ○ Partner district
   - ○ Other_____

83. Please describe what materials, methods or strategies are used to help students in self-advocacy skills (i.e., KU Strategies).

84. In what setting is the instruction provided? (check all that apply).
   - ○ Individually (SES)
   - ○ Small group (SES)
   - ○ CT or CWC
   - ○ Other_____

Assessment

85. I utilize the following methods of assessment for my students with learning disabilities (check all that apply).
   - ○ IEP goal(s)/Benchmark
   - ○ Classroom grade
   - ○ Daily work
   - ○ District standardize test(s)
   - ○ MAP
   - ○ Other__________

86. I use student assessment results to change my instruction in the following ways. Please describe.

Transition (Secondary school only)

87. I facilitate transition activities for my students with LD through the IEP process.
   - ○ Yes
   - ○ No

88. I provide direct instruction in transition skills to students with LD.
   - ○ Yes
   - ○ No

89. If yes, what form? (check all that apply)
   - ○ embedded in the curriculum
   - ○ separate topic
   - ○ Other ______________

90. Please describe what materials, methods or strategies are used to help students in transition.
1. My role is (check all that apply)

- Cross categorical resource... 414 75%
- Self-contained cross... 97 18%
- SSD school teacher 110 20%
- Other ____________ 27 5%

Total Responses: 554

2. I provide special education services in a collaborative teaching (CT) or class within a class (CWC) model.

- Yes, Please list _____________ 367 68%
- No 170 32%

Total Responses: 537

3. I primarily work in

- Elementary school 183 33%
- Middle school 164 30%
- High school 203 37%

Total Responses: 550
4. Please darken the circle of the educational placement of the students with learning disabilities you serve. (check all that apply).

1. <21% of school day outside... 418  77%
2. 21-60% of school day... 399  73%
3. >60% of school day outside... 139  26%
4. Public separate facility... 4  1%
Total Responses: 545

Mean: 3.42    Standard Deviation: 0.74

5. What is the percentage of students on your caseload with learning disabilities?

1. less than 25% of students... 8  1%
2. between 25% to 50% of... 56  10%
3. between 51% to 75% of... 175  33%
4. more than 75% of students... 296  55%
Total Responses: 535
Mean: 3.42    Standard Deviation: 0.74

6. What is the percentage of time you work with students with learning disabilities?

1. less than 25% 13  2%
2. 25% - 50% 30  6%
3. 51% - 75% 111  21%
4. more than 75% 375  71%
Total Responses: 529
Mean: 3.6    Standard Deviation: 0.71

7. I have

1. Bachelor's degree 65  12%
2. Bachelor's degree + courses 114  21%
3. Master's degree 111  20%
4. Master's degree + courses 258  47%
5. Doctorate 5  1%
Total Responses: 553
Mean: 3.04    Standard Deviation: 1.09
8. The number of years I have worked in an educational setting is

<table>
<thead>
<tr>
<th>Years</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than 3</td>
<td>35</td>
<td>6%</td>
</tr>
<tr>
<td>3-5</td>
<td>75</td>
<td>14%</td>
</tr>
<tr>
<td>6-10</td>
<td>114</td>
<td>21%</td>
</tr>
<tr>
<td>11-15</td>
<td>72</td>
<td>13%</td>
</tr>
<tr>
<td>16-25</td>
<td>153</td>
<td>28%</td>
</tr>
<tr>
<td>26-35</td>
<td>60</td>
<td>11%</td>
</tr>
<tr>
<td>Total</td>
<td>551</td>
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9. The number of years I have worked in the special education area is

<table>
<thead>
<tr>
<th>Years</th>
<th>Number</th>
<th>Percentage</th>
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<tr>
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<td>69</td>
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</tr>
<tr>
<td>3-5</td>
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<td>19%</td>
</tr>
<tr>
<td>6-10</td>
<td>110</td>
<td>20%</td>
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<tr>
<td>11-15</td>
<td>70</td>
<td>13%</td>
</tr>
<tr>
<td>16-25</td>
<td>143</td>
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<tr>
<td>26-35</td>
<td>60</td>
<td>11%</td>
</tr>
<tr>
<td>Total</td>
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10. The number of years I have worked at Special School District is

<table>
<thead>
<tr>
<th>Years</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than 3</td>
<td>69</td>
<td>12%</td>
</tr>
<tr>
<td>3-5</td>
<td>103</td>
<td>19%</td>
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<td>6-10</td>
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<td>16-25</td>
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<td>26-35</td>
<td>60</td>
<td>11%</td>
</tr>
<tr>
<td>Total</td>
<td>555</td>
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</table>
## Learning Disabilities Teacher Survey

### 11. I have certification(s) or license(s) in (check all that apply)

<table>
<thead>
<tr>
<th>Category</th>
<th>Responses</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Elementary Education--Early...</td>
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<td>Elementary Education--1-6</td>
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<td>Middle School...</td>
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<td>10%</td>
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<tr>
<td>Secondary Education...</td>
<td>54</td>
<td>10%</td>
</tr>
<tr>
<td>Sp Ed--Early Childhood...</td>
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<td>4%</td>
</tr>
<tr>
<td>Sp Ed--Mild/Moderate: BD/ED</td>
<td>342</td>
<td>62%</td>
</tr>
<tr>
<td>Sp Ed--Mild/Moderate:...</td>
<td>398</td>
<td>72%</td>
</tr>
<tr>
<td>Sp Ed--Mild/Moderate:...</td>
<td>275</td>
<td>50%</td>
</tr>
<tr>
<td>Sp Ed--Mild/Moderate: Cross...</td>
<td>258</td>
<td>47%</td>
</tr>
<tr>
<td>Sp Ed--Mild/Moderate:...</td>
<td>24</td>
<td>4%</td>
</tr>
<tr>
<td>Sp Ed--Severely...</td>
<td>54</td>
<td>10%</td>
</tr>
<tr>
<td>Sp Ed--Speech/Language...</td>
<td>23</td>
<td>4%</td>
</tr>
<tr>
<td>Sp Ed--Blind/Partially Sighted</td>
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<td>0%</td>
</tr>
<tr>
<td>School Counselor (K-8)</td>
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<td>1%</td>
</tr>
<tr>
<td>School Counselor (7-12)</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>School Counselor (K-12)</td>
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<td>1%</td>
</tr>
<tr>
<td>School Psychological...</td>
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<td>1%</td>
</tr>
<tr>
<td>School Psychologist (K-12)</td>
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<td>0%</td>
</tr>
<tr>
<td>Other, Specify</td>
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</table>

Total Responses: 554

### 12. I work in

<table>
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<th>Responses</th>
<th>Percentage</th>
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<tbody>
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<tr>
<td>Bayless</td>
<td>7</td>
<td>1%</td>
</tr>
<tr>
<td>Brentwood</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Clayton</td>
<td>10</td>
<td>2%</td>
</tr>
<tr>
<td>Ferguson-Florissant</td>
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<td>6%</td>
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<td>Hancock Place</td>
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<tr>
<td>Hazelwood</td>
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<tr>
<td>Jennings</td>
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<td>4%</td>
</tr>
<tr>
<td>Kirkwood</td>
<td>23</td>
<td>4%</td>
</tr>
<tr>
<td>Ladue</td>
<td>17</td>
<td>3%</td>
</tr>
<tr>
<td>Lindbergh</td>
<td>32</td>
<td>6%</td>
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<tr>
<td>Maplewood Richmond Heights</td>
<td>8</td>
<td>1%</td>
</tr>
<tr>
<td>Mehlville</td>
<td>38</td>
<td>7%</td>
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<tr>
<td>Normandy</td>
<td>18</td>
<td>3%</td>
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<tr>
<td>Parkway</td>
<td>78</td>
<td>14%</td>
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<tr>
<td>Pattonville</td>
<td>25</td>
<td>5%</td>
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<td>Ritenour</td>
<td>12</td>
<td>2%</td>
</tr>
<tr>
<td>Riverview Gardens</td>
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<td>3%</td>
</tr>
<tr>
<td>Rockwood</td>
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<td>15%</td>
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<tr>
<td>University City</td>
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<tr>
<td>Valley Park</td>
<td>5</td>
<td>1%</td>
</tr>
<tr>
<td>Webster Groves</td>
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<td>2%</td>
</tr>
<tr>
<td>Wellston</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Special Education School</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>Technical Education School</td>
<td>3</td>
<td>1%</td>
</tr>
</tbody>
</table>

Total Responses: 553
13. Establish universal classroom structures and supports to promote student behavior conducive to learning.

- Not at all: 2 (0%)
- Limited: 6 (1%)
- Moderate: 20 (4%)
- Often: 110 (20%)
- Always: 410 (74%)
- Not applicable: 3 (1%)

Total Responses: 551
Mean: 4.68
Standard Deviation: 0.63

14. Apply behavior principles to classroom structures and management.

- Not at all: 9 (2%)
- Limited: 89 (16%)
- Moderate: 136 (25%)
- Often: 172 (31%)
- Always: 130 (24%)
- Not applicable: 13 (2%)

Total Responses: 549
Mean: 3.61
Standard Deviation: 1.08

15. Facilitate the development of a functional assessment and behavior intervention plan.

- Not at all: 3 (1%)
- Limited: 60 (11%)
- Moderate: 95 (17%)
- Often: 179 (33%)
- Always: 202 (37%)
- Not applicable: 11 (2%)

Total Responses: 550
Mean: 3.96
Standard Deviation: 1.02

16. Facilitate the implementation of individual behavior intervention plans and regularly evaluate student progress, adjusting instruction as needed.

- Not at all: 3 (1%)
- Limited: 60 (11%)
- Moderate: 95 (17%)
- Often: 179 (33%)
- Always: 202 (37%)
- Not applicable: 11 (2%)

Total Responses: 550
Mean: 3.96
Standard Deviation: 1.02
Learning Disabilities Teacher Survey

17. Utilize assessment strategies to analyze and determine the social and emotional needs of students within the context of collaborative teams.

- Not at all: 18 (3%)
- Limited: 80 (15%)
- Moderate: 100 (18%)
- Often: 171 (31%)
- Always: 159 (29%)
- Not applicable: 22 (4%)

Total Responses: 550
Mean: 3.71  Standard Deviation: 1.15

18. Monitor the student's social and emotional development and select strategies to teach social skills (interpersonal, affective and coping skills), within the context of collaborative teams.

- Not at all: 14 (3%)
- Limited: 88 (16%)
- Moderate: 121 (22%)
- Often: 179 (32%)
- Always: 137 (25%)
- Not applicable: 16 (3%)

Total Responses: 555
Mean: 3.63  Standard Deviation: 1.11

19. Promote generalization and maintenance of self-discipline, self-regulation and self-control through instruction and creation of support systems.

- Not at all: 7 (1%)
- Limited: 48 (9%)
- Moderate: 114 (21%)
- Often: 202 (37%)
- Always: 195 (35%)
- Not applicable: 4 (1%)

Total Responses: 553
Mean: 4  Standard Deviation: 0.93

20. Collaboratively analyze student performance and teacher behavior to determine improvement needs.

- Not at all: 7 (1%)
- Limited: 48 (9%)
- Moderate: 97 (18%)
- Often: 200 (36%)
- Always: 193 (35%)
- Not applicable: 7 (1%)

Total Responses: 552
Mean: 3.96  Standard Deviation: 1
21. Study effective practices and implement research based strategies to improve student social and emotional needs.

- Not at all: 8 (1%)
- Limited: 86 (16%)
- Moderate: 125 (23%)
- Often: 185 (34%)
- Always: 137 (25%)
- Not applicable: 8 (1%)

Total Responses: 549
Mean: 3.66  Standard Deviation: 1.07

22. Assess student abilities and analyze data to make instructional decisions.

- Not at all: 0 (0%)
- Limited: 9 (2%)
- Moderate: 30 (5%)
- Often: 198 (36%)
- Always: 317 (57%)
- Not applicable: 0 (0%)

Total Responses: 554
Mean: 4.49  Standard Deviation: 0.68

23. Provide systematic instruction.

- Not at all: 1 (0%)
- Limited: 5 (1%)
- Moderate: 23 (4%)
- Often: 171 (31%)
- Always: 345 (62%)
- Not applicable: 5 (1%)

Total Responses: 552
Mean: 4.56  Standard Deviation: 0.63

24. Plan lessons (within the district's curriculum frameworks) that have observable and measurable student outcomes.

- Not at all: 1 (0%)
- Limited: 5 (1%)
- Moderate: 23 (4%)
- Often: 163 (29%)
- Always: 357 (65%)
- Not applicable: 4 (1%)

Total Responses: 553
Mean: 4.58  Standard Deviation: 0.64
25. Demonstrate techniques to promote maximum student involvement/engagement.
1. Not at all       0     0 %
2. Limited       5     1 %
3. Moderate     18     3 %
4. Often   178   32 %
5. Always   353   64 %
6. Not applicable       0     0 %
Total Responses:   554
Mean: 4.59     Standard Deviation:   0.6

26. Provide specialized instruction to access district curriculum based on student abilities and needs.
1. Not at all     1     0 %
2. Limited       5     1 %
3. Moderate     25     5 %
4. Often   179   32 %
5. Always   342   62 %
6. Not applicable       1     0 %
Total Responses:   553
Mean: 4.55     Standard Deviation: 0.64

27. Provide systematic feedback to students.
1. Not at all     24     4 %
2. Limited   103   19 %
3. Moderate     97   18 %
4. Often   135   25 %
5. Always   114   21 %
6. Not applicable     75   14 %
Total Responses:   548
Mean: 4.55     Standard Deviation: 0.62

28. Implement specific assistive technology to meet the needs of students on caseload.
1. Not at all     24     4 %
2. Limited   103   19 %
3. Moderate     97   18 %
4. Often   135   25 %
5. Always   114   21 %
6. Not applicable     75   14 %
Total Responses:   548
Mean: 3.45     Standard Deviation: 1.21
29. Support students through generalization and maintenance of acquired skills in collaboration.

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td>3</td>
</tr>
<tr>
<td>Limited</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Moderate</td>
<td></td>
<td>69</td>
</tr>
<tr>
<td>Often</td>
<td></td>
<td>219</td>
</tr>
<tr>
<td>Always</td>
<td></td>
<td>233</td>
</tr>
<tr>
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<tr>
<td>Total Responses:</td>
<td></td>
<td>550</td>
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</table>

Mean: 4.23  Standard Deviation: 0.82

30. Interpret data from district assessments to determine student needs within the context of collaborative teams.

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Limited</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Moderate</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Often</td>
<td></td>
<td>201</td>
</tr>
<tr>
<td>Always</td>
<td></td>
<td>172</td>
</tr>
<tr>
<td>Not applicable</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Total Responses:</td>
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<td>550</td>
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Mean: 3.88  Standard Deviation: 1.04

31. Select strategies to increase student achievement based on analysis of student needs within the context of collaborative teams.

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Not at all</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Limited</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Moderate</td>
<td></td>
<td>73</td>
</tr>
<tr>
<td>Often</td>
<td></td>
<td>214</td>
</tr>
<tr>
<td>Always</td>
<td></td>
<td>220</td>
</tr>
<tr>
<td>Not applicable</td>
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<td>11</td>
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<tr>
<td>Total Responses:</td>
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Mean: 4.15  Standard Deviation: 0.88

32. Integrate technology into the learning environment.

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Limited</td>
<td></td>
<td>106</td>
</tr>
<tr>
<td>Moderate</td>
<td></td>
<td>168</td>
</tr>
<tr>
<td>Often</td>
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<td>159</td>
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<tr>
<td>Always</td>
<td></td>
<td>93</td>
</tr>
<tr>
<td>Not applicable</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Total Responses:</td>
<td></td>
<td>547</td>
</tr>
</tbody>
</table>

Mean: 3.42  Standard Deviation: 1.04
33. Provide and evaluate instruction for student achievement within the context of collaborative teams.

1. Not at all       4     1 %
2. Limited     42     8 %
3. Moderate     97   18 %
4. Often   210   38 %
5. Always     183  33 %
6. Not applicable 11     2 %
Total Responses: 547
Mean: 3.98     Standard Deviation: 0.95

34. Plan lessons that reflect cultural and ethnic diversity.

1. Not at all 9     2 %
2. Limited 52   10 %
3. Moderate 106 19 %
4. Often 214 39 %
5. Always 146 27 %
6. Not applicable 18     3 %
Total Responses: 545
Mean: 3.83     Standard Deviation: 1

35. Independently pursue additional knowledge and skills to enhance instructional practices.

1. Not at all 1     0 %
2. Limited 24   4 %
3. Moderate 79 14 %
4. Often 227 41 %
5. Always 217 40 %
6. Not applicable 1     0 %
Total Responses: 549
Mean: 4.16     Standard Deviation: 0.84

36. Demonstrate expertise in effective practices and collaboratively share instructional practices and data with colleagues to improve own instruction.

1. Not at all 4     1 %
2. Limited 30   5 %
3. Moderate 85 15 %
4. Often 240 44 %
5. Always 189 34 %
6. Not applicable 1     0 %
Total Responses: 549
Mean: 4.06     Standard Deviation: 0.88
37. Develop innovative strategies and instruction to meet the needs of students.

1. Not at all       0     0 %
2. Limited     10     2 %
3. Moderate     69   13 %
4. Often   239   44 %
5. Always 230   42 %
6. Not applicable     1     0 %

Total Responses:   549
Mean: 4.26     Standard Deviation: 0.74

38. Evaluate and change own practices based on student data.

1. Not at all       9     2 %
2. Limited     45     8 %
3. Moderate     101   18 %
4. Often   193   35 %
5. Always 179   33 %
6. Not applicable     19     3 %

Total Responses:   546
Mean: 3.93     Standard Deviation: 1.01

39. Identify the components of balanced literacy.

1. Not at all     18     3 %
2. Limited     36     7 %
3. Moderate     86   16 %
4. Often   194   36 %
5. Always 184   34 %
6. Not applicable     27     5 %

Total Responses:   545
Mean: 3.95     Standard Deviation: 1.05

40. Ensures student schedules reflect all of the components of balanced literacy.

1. Not at all     18     3 %
2. Limited     36     7 %
3. Moderate     86   16 %
4. Often   194   36 %
5. Always 184   34 %
6. Not applicable     27     5 %

Total Responses:   544
Mean: 3.95     Standard Deviation: 1.05
Learning Disabilities Teacher Survey

41. Assess student abilities and select research based strategies to meet specific student needs and interests.
1. Not at all       10     2 %
2. Limited     34     6 %
3. Moderate     72   13 %
4. Often   234   43 %
5. Always   187   34 %
6. Not applicable       7     1 %
Total Responses:   544
Mean: 4.03     Standard Deviation: 0.95

42. Differentiate instruction to meet the needs of students in a variety of collaborative settings.
1. Not at all       4     1 %
2. Limited     17     3 %
3. Moderate     61   11 %
4. Often   178   33 %
5. Always   277   51 %
6. Not applicable       10     2 %
Total Responses:   547
Mean: 4.32     Standard Deviation: 0.85

43. Develop effective student data keeping systems.
1. Not at all       0     0 %
2. Limited     39     7 %
3. Moderate     82   15 %
4. Often   205   37 %
5. Always   223   41 %
6. Not applicable       3     1 %
Total Responses:   549
Mean: 4.12     Standard Deviation: 0.91

44. Collaboratively analyze student performance.
1. Not at all       0     0 %
2. Limited     39     7 %
3. Moderate     82   15 %
4. Often   226   41 %
5. Always   195   36 %
6. Not applicable       7     1 %
Total Responses:   549
Mean: 4.06     Standard Deviation: 0.89
45. Study best practices and implement research based strategies to improve student achievement.

1. Not at all 4 1%
2. Limited 37 7%
3. Moderate 88 16%
4. Often 232 42%
5. Always 180 33%
6. Not applicable 7 1%
Total Responses: 548
Mean: 4.01 Standard Deviation: 0.91

46. Examine current teaching practices to support district goals.

1. Not at all 4 1%
2. Limited 27 5%
3. Moderate 85 16%
4. Often 240 44%
5. Always 190 35%
6. Not applicable 1 0%
Total Responses: 547
Mean: 4.07 Standard Deviation: 0.87

47. Engage in collaborative planning and reflection throughout all instructional areas including assessment, intervention and evaluation.

1. Not at all 8 1%
2. Limited 49 9%
3. Moderate 91 17%
4. Often 219 40%
5. Always 168 31%
6. Not applicable 6 1%
Total Responses: 541
Mean: 3.92 Standard Deviation: 0.99

48. Participate in reflective practices aimed at implementing effective practices in the educational setting.

1. Not at all 4 1%
2. Limited 42 8%
3. Moderate 102 19%
4. Often 227 42%
5. Always 162 30%
6. Not applicable 5 1%
Total Responses: 542
Mean: 3.93 Standard Deviation: 0.93
49. Provide leadership in collaborative projects with partner district to improve student performance.

1. Not at all  22  4%
2. Limited  74  14%
3. Moderate  123  23%
4. Often  173  32%
5. Always  122  22%
6. Not applicable  29  5%

Total Responses: 543
Mean: 3.58  Standard Deviation: 1.12

50. Share collaborative work with colleagues to solicit reflective feedback and professional growth.

1. Not at all  9  2%
2. Limited  58  11%
3. Moderate  126  23%
4. Often  205  38%
5. Always  139  26%
6. Not applicable  7  1%

Total Responses: 544
Mean: 3.76  Standard Deviation: 1.01

51. Offer support to new staff in the acquisition of needed skills through a variety of collaborative efforts including mentoring, coaching and modeling.

1. Not at all  19  4%
2. Limited  44  8%
3. Moderate  99  18%
4. Often  156  29%
5. Always  172  32%
6. Not applicable  51  9%

Total Responses: 541
Mean: 3.85  Standard Deviation: 1.11

54. I am the only instructor for my students with LD in the following core content area(s) (check all that apply)

1. Language Arts  162  33%
2. Reading  162  33%
3. Math  169  34%
4. Science  53  11%
5. Social Studies  73  15%
6. Other  53  11%
7. None  193  39%

Total Responses: 494
55. I provide direct reading instruction to students with LD.

1. Yes, # of students ______ 350 66 %
2. No, go to item 60 ______ 179 34 %

Total Responses: ______ 529

56. If yes, average # of minutes per student per week in reading?

1. <80 min/std/wk ______ 49 14 %
2. 80-149 ______ 60 17 %
3. 150-249 ______ 137 38 %
4. 250-350 ______ 111 31 %

Total Responses: ______ 357

57. I use the following instructional materials and/or curriculum. (Check all that apply)

1. Teacher made ______ 301 81 %
2. Commercial ______ 304 82 %
3. Partner district ______ 284 76 %
4. Other ______ 31 8 %

Total Responses: ______ 372

59. In what setting is the instruction provided? (check all that apply)

1. Individually (SES) ______ 137 36 %
2. Small group (SES) ______ 350 93 %
3. CT or CWC ______ 106 28 %
4. Other ______ 7 2 %

Total Responses: ______ 376
60. I provide direct writing instruction to students with LD.

1. Yes, # of students____   395   74 %
2. No, go to item 65   137   26 %
Total Responses: 532

61. If yes, average # of minutes per student per week in writing?

1. <80 min/std/wk     81   20 %
2. 80-149     96   24 %
3. 150-249   157   39 %
4. 250-350     69   17 %
Total Responses: 403

62. I use the following instructional materials and/or curriculum. (Check all that apply)

1. Teacher made   327   79 %
2. Commercial   300   72 %
3. Partner district   295   71 %
4. Other_______     20     5 %
Total Responses: 414

64. In what setting is the instruction provided? (check all that apply)

1. Individually (SES)   135   33 %
2. Small group (SES)   378   91 %
3. CT or CWC   141   34 %
4. Other_______     11     3 %
Total Responses: 414
65. I provide direct math instruction to students with LD.

1. Yes, # of students_____ 300  57 %
2. No, go to item 70  226  43 %
Total Responses:  526

66. If yes, average # of minutes per student per week in math?

1. <80 min/std/wk  41  13 %
2. 80-149  53  16 %
3. 150-249  142  44 %
4. 250-350  86  27 %
Total Responses:  322

67. I use the following instructional materials and/or curriculum. (Check all that apply)

1. Teacher made  253  78 %
2. Commercial  244  76 %
3. Partner district  239  74 %
4. Other_______  22  7 %
Total Responses:  323

69. In what setting is the instruction provided? (check all that apply).

1. Individually (SES)  121  37 %
2. Small group (SES)  275  84 %
3. CT or CWC  90  28 %
4. Other_______  7  2 %
Total Responses:  327
70. I provide direct self management skills/study skills/learning strategies instruction to students with LD.
1. Yes, # of students ______ 363 69 %
2. No, go to item 75 ______ 166 31 %
Total Responses: 529

71. If yes, average # of minutes per student per week in self management skills/study skills/learning strategies?
1. <80 min/std/wk ______ 123 33 %
2. 80-149 ______ 74 20 %
3. 150-249 ______ 112 30 %
4. 250-350 ______ 65 17 %
Total Responses: 374

72. I use the following instructional materials and/or curriculum. (Check all that apply)
1. Teacher made ______ 313 84 %
2. Commercial ______ 233 63 %
3. Partner district ______ 144 39 %
4. Other_______ ______ 34 9 %
Total Responses: 372

74. In what setting is the instruction provided? (check all that apply).
1. Individually (SES) ______ 134 35 %
2. Small group (SES) ______ 342 90 %
3. CT or CWC ______ 73 19 %
4. Other_______ ______ 10 3 %
Total Responses: 380
75. I provide direct social skills instruction to students with LD.

1. Yes, # of students________  200  38 %
2. No, go to item 80  330  62 %
Total Responses:  530

76. If yes, average # of minutes per student per week in social skills?

1. <80 min/std/wk  97  45 %
2. 80-149  61  28 %
3. 150-249  35  16 %
4. 250-350  22  10 %
Total Responses:  215

77. I use the following instructional materials and/or curriculum. (Check all that apply)

1. Teacher made  159  75 %
2. Commercial  130  61 %
3. Partner district  48  23 %
4. Other_________  25  12 %
Total Responses:  212

79. In what setting is the instruction provided? (check all that apply).

1. Individually (SES)  102  48 %
2. Small group (SES)  171  80 %
3. CT or CWC  41  19 %
4. Other__________  12  6 %
Total Responses:  213
80. I provide direct self-advocacy skills instruction to students with LD.
1. Yes, # of students____   159   30 %
2. No, go to item 85   369   70 %
Total Responses: 528

81. If yes, average # of minutes per student per week in self-advocacy skills?
1. <80 min/std/wk   95   59 %
2. 80-149   41   25 %
3. 150-249   18   11 %
4. 250-350   8   5 %
Total Responses: 162

82. I use the following instructional materials and/or curriculum. (Check all that apply)
1. Teacher made   119   78 %
2. Commercial   61   40 %
3. Partner district   38   25 %
4. Other_______   22   14 %
Total Responses: 153

84. In what setting is the instruction provided? (check all that apply).
1. Individually (SES)   90   57 %
2. Small group (SES)   126   79 %
3. CT or CWC   32   20 %
4. Other_______   6   4 %
Total Responses: 159
85. I utilize the following methods of assessment for my students with learning disabilities (check all that apply).

1. IEP goal(s)/Benchmark 541 98 %
2. Classroom grade 488 88 %
3. Daily work 536 97 %
4. District standardize test(s) 319 58 %
5. MAP 273 49 %
6. Other 95 17 %
Total Responses: 553

87. I facilitate transition activities for my students with LD through the IEP process.

1. Yes 309 75 %
2. No 105 25 %
Total Responses: 414
Mean: 1.25 Standard Deviation: 0.44

88. I provide direct instruction in transition skills to students with LD.

1. embedded in the curriculum 127 74 %
2. separate topic 69 40 %
3. Other 32 19 %
Total Responses: 171

89. If yes, what form? (check all that apply)
1. My role is (check all that apply)

Elementary Middle
1. Cross categorical... 152 83% 124 76%
2. Self-contained... 20 11% 30 18%
3. SSD school teacher 20 11% 40 24%
4. Other ____________ 6 3% 8 5%
Total Responses: 183 164

2. I provide special education services in a collaborative teaching (CT) or class within a class (CWC) model.

Elementary Middle
1. Yes, Please list ____ 82 48% 122 76%
2. No 89 52% 38 24%
Total Responses: 171 160

3. I primarily work in

Elementary Middle
1. Elementary school 183 100% 0 0%
2. Middle school 0 0% 164 100%
3. High school 0 0% 0 0%
Total Responses: 183 164
Learning Disabilities Teacher Survey: Elementary & Middle schools

4. Please darken the circle of the educational placement of the students with learning disabilities you serve. (check all that apply).

Elementary           Middle
1. <21% of school day...       147   117   81 %   73 %
2. 21-60% of school...      128   132   71 %   82 %
3. >60% of school day...     24    45   13 %   28 %
4. Public separate...          0     2    0 %    1 %
Total Responses: 181   161

5. What is the percentage of students on your caseload with learning disabilities?

Elementary           Middle
1. less than 25%       3     2 %       2     1 %
2. between 25% to 50%     27   18   15 %   11 %
3. between 51% to 75%     66   46   38 %   29 %
4. more than 75%   79   95   45 %   59 %
Total Responses: 175   161
Mean: 3.26 3.45
Standard Deviation: 0.78 0.74

6. What is the percentage of time you work with students with learning disabilities?

Elementary           Middle
1. less than 25%       5     4 %       4     2 %
2. 25% - 50%     18    7    10 %    4 %
3. 51% - 75%     47   34    27 %   21 %
4. more than 75%   103   115   60 %   72 %
Total Responses: 173   160
Mean: 3.43 3.62
Standard Deviation: 0.79 0.69

7. I have

Elementary           Middle
1. Bachelor's degree     23   24    13 %   15 %
2. Bachelor's degree...     42   36    23 %   22 %
3. Master's degree       36    35    20 %   21 %
4. Master's degree +...     81    68    44 %   41 %
5. Doctorate            1     1    1 %    1 %
Total Responses: 183   164
Mean: 2.97 2.91
Standard Deviation: 1.1 1.12
8. The number of years I have worked in an educational setting is

9. The number of years I have worked in the special education area is

10. The number of years I have worked at Special School District is

Total Responses: 181 164
### 11. I have certification(s) or license(s) in (check all that apply)

<table>
<thead>
<tr>
<th>Certification</th>
<th>Elementary</th>
<th>Middle</th>
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<tbody>
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<td>35 (19%)</td>
<td>36 (22%)</td>
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<tr>
<td>Middle</td>
<td>7 (4%)</td>
<td>13 (8%)</td>
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<tr>
<td>Special Education - Severe</td>
<td>10 (5%)</td>
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<tr>
<td>Special Education - Early</td>
<td>147 (80%)</td>
<td>105 (64%)</td>
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<td>66 (36%)</td>
<td>85 (52%)</td>
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<tr>
<td>Other, Specify</td>
<td>21 (11%)</td>
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<tr>
<td>Total Responses</td>
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<td>164</td>
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### 12. I work in

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<tr>
<td>Brentwood</td>
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<td>1 (1%)</td>
</tr>
<tr>
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<tr>
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<tr>
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<td>2 (1%)</td>
</tr>
<tr>
<td>Mehlville</td>
<td>11 (6%)</td>
<td>0 (0%)</td>
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<tr>
<td>Normandy</td>
<td>10 (6%)</td>
<td>2 (1%)</td>
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<tr>
<td>Total Responses</td>
<td>181</td>
<td>164</td>
</tr>
</tbody>
</table>
13. Establish universal classroom structures and supports to promote student behavior conducive to learning.

14. Apply behavior principles to classroom structures and management.

15. Facilitate the development of a functional assessment and behavior intervention plan.

16. Facilitate the implementation of individual behavior intervention plans and regularly evaluate student progress, adjusting instruction as needed.
17. Utilize assessment strategies to analyze and determine the social and emotional needs of students within the context of collaborative teams.

![Bar chart](chart1.png)

Elementary | Middle
---|---
1. Not at all | 4 | 2 % | 3 | 2 %
2. Limited | 30 | 16 % | 12 | 7 %
3. Moderate | 32 | 18 % | 32 | 20 %
4. Often | 61 | 34 % | 60 | 37 %
5. Always | 47 | 26 % | 52 | 32 %
6. Not applicable | 8 | 4 % | 3 | 2 %
Total Responses: 182
Mean: 3.67
Standard Deviation: 1.12

18. Monitor the student's social and emotional development and select strategies to teach social skills (interpersonal, affective and coping skills), within the context of collaborative teams.

![Bar chart](chart2.png)

Elementary | Middle
---|---
1. Not at all | 2 | 1 % | 0 | 0 %
2. Limited | 11 | 6 % | 7 | 4 %
3. Moderate | 34 | 19 % | 40 | 24 %
4. Often | 68 | 37 % | 55 | 34 %
5. Always | 65 | 36 % | 62 | 38 %
6. Not applicable | 2 | 1 % | 0 | 0 %
Total Responses: 182
Mean: 4.02
Standard Deviation: 0.95

19. Promote generalization and maintenance of self-discipline, self-regulation and self-control through instruction and creation of support systems.

![Bar chart](chart3.png)

Elementary | Middle
---|---
1. Not at all | 2 | 1 % | 0 | 0 %
2. Limited | 16 | 9 % | 7 | 4 %
3. Moderate | 35 | 19 % | 39 | 24 %
4. Often | 67 | 37 % | 68 | 42 %
5. Always | 59 | 32 % | 55 | 34 %
6. Not applicable | 3 | 2 % | 1 | 1 %
Total Responses: 182
Mean: 4.05
Standard Deviation: 0.95

20. Collaboratively analyze student performance and teacher behavior to determine improvement needs.

![Bar chart](chart4.png)

Elementary | Middle
---|---
1. Not at all | 2 | 1 % | 0 | 0 %
2. Limited | 16 | 9 % | 9 | 6 %
3. Moderate | 35 | 19 % | 29 | 18 %
4. Often | 67 | 37 % | 68 | 42 %
5. Always | 59 | 32 % | 55 | 34 %
6. Not applicable | 3 | 2 % | 1 | 1 %
Total Responses: 182
Mean: 3.92
Standard Deviation: 0.99

Page 6
21. Study effective practices and implement research based strategies to improve student social and emotional needs.

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<tr>
<td>Limited</td>
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<td>13</td>
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<tr>
<td>Moderate</td>
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<tr>
<td>Often</td>
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<tr>
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</table>

Total Responses: 182 163
Mean: 3.66 3.77
Standard Deviation: 1.05 1.08

22. Assess student abilities and analyze data to make instructional decisions.

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<td>Often</td>
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Total Responses: 183 163
Mean: 4.62 4.53
Standard Deviation: 0.57 0.57

23. Provide systematic instruction.

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<tr>
<td>Moderate</td>
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<tr>
<td>Often</td>
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Total Responses: 182 164
Mean: 4.63 4.56
Standard Deviation: 0.56 0.63

24. Plan lessons (within the district's curriculum frameworks) that have observable and measurable student outcomes.

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<td>Often</td>
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Total Responses: 182 164
Mean: 4.57 4.64
Standard Deviation: 0.62 0.62
25. Demonstrate techniques to promote maximum student involvement/engagement.

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<td>4. Often</td>
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<td>Standard Deviation:</td>
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26. Provide specialized instruction to access district curriculum based on student abilities and needs.

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<td>4. Often</td>
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</table>

27. Provide systematic feedback to students.

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<tr>
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</table>

28. Implement specific assistive technology to meet the needs of students on caseload.

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### Learning Disabilities Teacher Survey: Elementary & Middle schools

#### 29. Support students through generalization and maintenance of acquired skills in collaboration.

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**Total Responses:** 181 164

**Mean:** 4.27 4.33

**Standard Deviation:** 0.81 0.7

#### 30. Interpret data from district assessments to determine student needs within the context of collaborative teams.

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</tbody>
</table>

**Total Responses:** 182 163

**Mean:** 3.86 4.01

**Standard Deviation:** 1.04 0.89

#### 31. Select strategies to increase student achievement based on analysis of student needs within the context of collaborative teams.

<table>
<thead>
<tr>
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<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Not at all</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>2. Limited</td>
<td>12</td>
<td>7 %</td>
</tr>
<tr>
<td>3. Moderate</td>
<td>24</td>
<td>13 %</td>
</tr>
<tr>
<td>4. Often</td>
<td>67</td>
<td>37 %</td>
</tr>
<tr>
<td>5. Always</td>
<td>75</td>
<td>41 %</td>
</tr>
<tr>
<td>6. Not applicable</td>
<td>4</td>
<td>2 %</td>
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</tbody>
</table>

**Total Responses:** 182 162

**Mean:** 4.15 4.21

**Standard Deviation:** 0.9 0.77

#### 32. Integrate technology into the learning environment.

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<tbody>
<tr>
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<td>1</td>
<td>1 %</td>
</tr>
<tr>
<td>2. Limited</td>
<td>22</td>
<td>12 %</td>
</tr>
<tr>
<td>3. Moderate</td>
<td>59</td>
<td>32 %</td>
</tr>
<tr>
<td>4. Often</td>
<td>66</td>
<td>36 %</td>
</tr>
<tr>
<td>5. Always</td>
<td>31</td>
<td>17 %</td>
</tr>
<tr>
<td>6. Not applicable</td>
<td>3</td>
<td>2 %</td>
</tr>
</tbody>
</table>

**Total Responses:** 182 162

**Mean:** 3.58 3.36

**Standard Deviation:** 0.93 1.05
Learning Disabilities Teacher Survey: Elementary & Middle schools

33. Provide and evaluate instruction for student achievement within the context of collaborative teams.

<table>
<thead>
<tr>
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<th>Elementary</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Not at all</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2. Limited</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>3. Moderate</td>
<td>28</td>
<td>34</td>
</tr>
<tr>
<td>4. Often</td>
<td>74</td>
<td>62</td>
</tr>
<tr>
<td>5. Always</td>
<td>54</td>
<td>59</td>
</tr>
<tr>
<td>6. Not applicable</td>
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<td>1</td>
</tr>
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</tr>
<tr>
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<td>4.08</td>
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<tr>
<td>Standard Deviation:</td>
<td>0.96</td>
<td>0.85</td>
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</tbody>
</table>

34. Plan lessons that reflect cultural and ethnic diversity.

<table>
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<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Not at all</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2. Limited</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>3. Moderate</td>
<td>23</td>
<td>28</td>
</tr>
<tr>
<td>4. Often</td>
<td>77</td>
<td>72</td>
</tr>
<tr>
<td>5. Always</td>
<td>60</td>
<td>52</td>
</tr>
<tr>
<td>6. Not applicable</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Responses:</td>
<td>181</td>
<td>163</td>
</tr>
<tr>
<td>Mean:</td>
<td>4.2</td>
<td>4.1</td>
</tr>
<tr>
<td>Standard Deviation:</td>
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<td>0.86</td>
</tr>
</tbody>
</table>

35. Independently pursue additional knowledge and skills to enhance instructional practices.

<table>
<thead>
<tr>
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<th>Elementary</th>
<th>Middle</th>
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<tbody>
<tr>
<td>1. Not at all</td>
<td>1</td>
<td>1</td>
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<tr>
<td>2. Limited</td>
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<td>9</td>
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<tr>
<td>3. Moderate</td>
<td>23</td>
<td>28</td>
</tr>
<tr>
<td>4. Often</td>
<td>81</td>
<td>72</td>
</tr>
<tr>
<td>5. Always</td>
<td>60</td>
<td>52</td>
</tr>
<tr>
<td>6. Not applicable</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Responses:</td>
<td>181</td>
<td>163</td>
</tr>
<tr>
<td>Mean:</td>
<td>4.2</td>
<td>4.1</td>
</tr>
<tr>
<td>Standard Deviation:</td>
<td>0.83</td>
<td>0.86</td>
</tr>
</tbody>
</table>

36. Demonstrate expertise in effective practices and collaboratively share instructional practices and data with colleagues to improve own instruction.

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Not at all</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2. Limited</td>
<td>10</td>
<td>9</td>
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<tr>
<td>3. Moderate</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4. Often</td>
<td>81</td>
<td>72</td>
</tr>
<tr>
<td>5. Always</td>
<td>60</td>
<td>52</td>
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<tr>
<td>6. Not applicable</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Responses:</td>
<td>181</td>
<td>163</td>
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<tr>
<td>Mean:</td>
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<td>4.01</td>
</tr>
<tr>
<td>Standard Deviation:</td>
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<td>0.88</td>
</tr>
</tbody>
</table>
37. Develop innovative strategies and instruction to meet the needs of students.

<table>
<thead>
<tr>
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<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>0 0%</td>
<td>0 0%</td>
</tr>
<tr>
<td>Limited</td>
<td>1 1%</td>
<td>2 1%</td>
</tr>
<tr>
<td>Moderate</td>
<td>24 13%</td>
<td>20 12%</td>
</tr>
<tr>
<td>Often</td>
<td>83 46%</td>
<td>77 47%</td>
</tr>
<tr>
<td>Always</td>
<td>72 40%</td>
<td>63 39%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0 0%</td>
<td>1 1%</td>
</tr>
<tr>
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<td>163</td>
</tr>
<tr>
<td>Mean:</td>
<td>4.26</td>
<td>4.24</td>
</tr>
<tr>
<td>Standard Deviation:</td>
<td>0.7</td>
<td>0.71</td>
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</tbody>
</table>

38. Evaluate and change own practices based on student data.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
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<td>0 0%</td>
<td>0 0%</td>
</tr>
<tr>
<td>Limited</td>
<td>2 1%</td>
<td>1 1%</td>
</tr>
<tr>
<td>Moderate</td>
<td>8 4%</td>
<td>10 6%</td>
</tr>
<tr>
<td>Often</td>
<td>84 47%</td>
<td>64 40%</td>
</tr>
<tr>
<td>Always</td>
<td>85 47%</td>
<td>85 52%</td>
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</tr>
<tr>
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<td>Mean:</td>
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<td>4.46</td>
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<tr>
<td>Standard Deviation:</td>
<td>0.63</td>
<td>0.64</td>
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</tbody>
</table>

39. Identify the components of balanced literacy.

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>6 3%</td>
<td>4 2%</td>
</tr>
<tr>
<td>Limited</td>
<td>3 2%</td>
<td>6 4%</td>
</tr>
<tr>
<td>Moderate</td>
<td>21 12%</td>
<td>30 19%</td>
</tr>
<tr>
<td>Often</td>
<td>74 41%</td>
<td>57 35%</td>
</tr>
<tr>
<td>Always</td>
<td>71 39%</td>
<td>60 37%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>4 2%</td>
<td>3 2%</td>
</tr>
<tr>
<td>Total Responses:</td>
<td>181</td>
<td>161</td>
</tr>
<tr>
<td>Mean:</td>
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<td>4.04</td>
</tr>
<tr>
<td>Standard Deviation:</td>
<td>0.8</td>
<td>0.88</td>
</tr>
</tbody>
</table>

40. Ensures student schedules reflect all of the components of balanced literacy.

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>6 3%</td>
<td>4 2%</td>
</tr>
<tr>
<td>Limited</td>
<td>3 2%</td>
<td>6 4%</td>
</tr>
<tr>
<td>Moderate</td>
<td>21 12%</td>
<td>30 19%</td>
</tr>
<tr>
<td>Often</td>
<td>74 41%</td>
<td>57 35%</td>
</tr>
<tr>
<td>Always</td>
<td>71 39%</td>
<td>60 37%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>6 3%</td>
<td>5 3%</td>
</tr>
<tr>
<td>Total Responses:</td>
<td>181</td>
<td>162</td>
</tr>
<tr>
<td>Mean:</td>
<td>4.15</td>
<td>4.04</td>
</tr>
<tr>
<td>Standard Deviation:</td>
<td>0.94</td>
<td>0.98</td>
</tr>
</tbody>
</table>
### Learning Disabilities Teacher Survey: Elementary & Middle schools

#### 41. Assess student abilities and select research based strategies to meet specific student needs and interests.

<table>
<thead>
<tr>
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<th>Elementary</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2</td>
<td>2</td>
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<td>2. Limited</td>
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<td>10</td>
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<tr>
<td>3. Moderate</td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td>4. Often</td>
<td>85</td>
<td>66</td>
</tr>
<tr>
<td>5. Always</td>
<td>74</td>
<td>56</td>
</tr>
<tr>
<td>6. Not applicable</td>
<td>0</td>
<td>2</td>
</tr>
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<td><strong>Total Responses:</strong></td>
<td>182</td>
<td>159</td>
</tr>
<tr>
<td><strong>Mean:</strong></td>
<td>4.23</td>
<td>4.04</td>
</tr>
<tr>
<td><strong>Standard Deviation:</strong></td>
<td>0.81</td>
<td>0.94</td>
</tr>
</tbody>
</table>

#### 42. Differentiate instruction to meet the needs of students in a variety of collaborative settings.

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td>5</td>
<td>8</td>
</tr>
<tr>
<td>3. Moderate</td>
<td>22</td>
<td>25</td>
</tr>
<tr>
<td>4. Often</td>
<td>75</td>
<td>64</td>
</tr>
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<td>5. Always</td>
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<td>70</td>
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<td>3</td>
<td>1</td>
</tr>
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<td>162</td>
</tr>
<tr>
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<td>4.18</td>
</tr>
<tr>
<td><strong>Standard Deviation:</strong></td>
<td>0.78</td>
<td>0.87</td>
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</tbody>
</table>

#### 43. Develop effective student data keeping systems.

<table>
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<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
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<td>5</td>
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<td>64</td>
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<td>63</td>
</tr>
<tr>
<td>6. Not applicable</td>
<td>3</td>
<td>1</td>
</tr>
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<td><strong>Total Responses:</strong></td>
<td>183</td>
<td>162</td>
</tr>
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<td><strong>Mean:</strong></td>
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<td>4.18</td>
</tr>
<tr>
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<td>0.78</td>
<td>0.87</td>
</tr>
</tbody>
</table>

#### 44. Collaboratively analyze student performance.

<table>
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<th>Middle</th>
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</thead>
<tbody>
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<td>63</td>
</tr>
<tr>
<td>6. Not applicable</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
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<td>162</td>
</tr>
<tr>
<td><strong>Mean:</strong></td>
<td>4.03</td>
<td>4.15</td>
</tr>
<tr>
<td><strong>Standard Deviation:</strong></td>
<td>0.89</td>
<td>0.82</td>
</tr>
</tbody>
</table>
45. Study best practices and implement research based strategies to improve student achievement.

<table>
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<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1 (1%)</td>
<td>0 (0%)</td>
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<tr>
<td>2. Limited</td>
<td>8 (4%)</td>
<td>11 (7%)</td>
</tr>
<tr>
<td>3. Moderate</td>
<td>29 (16%)</td>
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<tr>
<td>4. Often</td>
<td>76 (42%)</td>
<td>64 (40%)</td>
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<tr>
<td>5. Always</td>
<td>67 (37%)</td>
<td>57 (35%)</td>
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<td>1 (1%)</td>
<td>3 (2%)</td>
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</tbody>
</table>

46. Examine current teaching practices to support district goals.

<table>
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<th>Middle</th>
</tr>
</thead>
<tbody>
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<td>0 (0%)</td>
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<tr>
<td>2. Limited</td>
<td>5 (3%)</td>
<td>9 (6%)</td>
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<td>30 (17%)</td>
<td>28 (17%)</td>
</tr>
<tr>
<td>4. Often</td>
<td>77 (43%)</td>
<td>74 (46%)</td>
</tr>
<tr>
<td>5. Always</td>
<td>69 (38%)</td>
<td>51 (31%)</td>
</tr>
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<td>0 (0%)</td>
<td>0 (0%)</td>
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<td>162</td>
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<tr>
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<td>4.16</td>
<td>4.03</td>
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<tr>
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<td>0.84</td>
</tr>
</tbody>
</table>

47. Engage in collaborative planning and reflection throughout all instructional areas including assessment, intervention and evaluation.

<table>
<thead>
<tr>
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<th>Elementary</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Not at all</td>
<td>1 (1%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2. Limited</td>
<td>12 (7%)</td>
<td>11 (7%)</td>
</tr>
<tr>
<td>3. Moderate</td>
<td>33 (19%)</td>
<td>28 (18%)</td>
</tr>
<tr>
<td>4. Often</td>
<td>70 (39%)</td>
<td>69 (43%)</td>
</tr>
<tr>
<td>5. Always</td>
<td>59 (33%)</td>
<td>49 (31%)</td>
</tr>
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<td>1 (1%)</td>
<td>1 (1%)</td>
</tr>
<tr>
<td>Total Responses</td>
<td>178</td>
<td>160</td>
</tr>
<tr>
<td>Mean</td>
<td>3.97</td>
<td>3.97</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.96</td>
<td>0.9</td>
</tr>
</tbody>
</table>

48. Participate in reflective practices aimed at implementing effective practices in the educational setting.

<table>
<thead>
<tr>
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<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Not at all</td>
<td>1 (1%)</td>
<td>0 (0%)</td>
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<tr>
<td>2. Limited</td>
<td>12 (7%)</td>
<td>11 (7%)</td>
</tr>
<tr>
<td>3. Moderate</td>
<td>39 (22%)</td>
<td>26 (16%)</td>
</tr>
<tr>
<td>4. Often</td>
<td>74 (41%)</td>
<td>74 (46%)</td>
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<tr>
<td>5. Always</td>
<td>52 (29%)</td>
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<td>2 (1%)</td>
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<td>3.99</td>
</tr>
<tr>
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<td>0.86</td>
</tr>
</tbody>
</table>
49. Provide leadership in collaborative projects with partner district to improve student performance.

- **Elementary**
  - Not at all: 3%
  - Limited: 15%
  - Moderate: 23%
  - Often: 34%
  - Always: 19%
  - Not applicable: 5%
  - Total Responses: 180
  - Mean: 3.54
  - Standard Deviation: 1.09

- **Middle**
  - Not at all: 4%
  - Limited: 14%
  - Moderate: 23%
  - Often: 32%
  - Always: 21%
  - Not applicable: 6%
  - Total Responses: 161
  - Mean: 3.56
  - Standard Deviation: 1.12

50. Share collaborative work with colleagues to solicit reflective feedback and professional growth.

- **Elementary**
  - Not at all: 2%
  - Limited: 10%
  - Moderate: 24%
  - Often: 39%
  - Always: 23%
  - Not applicable: 1%
  - Total Responses: 181
  - Mean: 3.73
  - Standard Deviation: 0.99

- **Middle**
  - Not at all: 1%
  - Limited: 11%
  - Moderate: 27%
  - Often: 37%
  - Always: 23%
  - Not applicable: 1%
  - Total Responses: 161
  - Mean: 3.71
  - Standard Deviation: 0.97

51. Offer support to new staff in the acquisition of needed skills through a variety of collaborative efforts including mentoring, coaching and modeling.

- **Elementary**
  - Not at all: 4%
  - Limited: 9%
  - Moderate: 15%
  - Often: 31%
  - Always: 30%
  - Not applicable: 11%
  - Total Responses: 179
  - Mean: 3.82
  - Standard Deviation: 1.14

- **Middle**
  - Not at all: 3%
  - Limited: 8%
  - Moderate: 22%
  - Often: 29%
  - Always: 23%
  - Not applicable: 8%
  - Total Responses: 161
  - Mean: 3.81
  - Standard Deviation: 1.09

54. I am the only instructor for my students with LD in the following core content area(s) (check all that apply)

- **Elementary**
  - Language Arts: 42%
  - Reading: 50%
  - Math: 44%
  - Science: 8%
  - Social Studies: 11%
  - None: 42%
  - Total Responses: 168

- **Middle**
  - Language Arts: 39%
  - Reading: 36%
  - Math: 43%
  - Science: 16%
  - Social Studies: 19%
  - None: 31%
  - Total Responses: 151
55. I provide direct reading instruction to students with LD.

Elementary | Middle
---|---
Yes | 160 (90%) | 103 (66%)
No, go to item 60 | 18 (10%) | 54 (34%)
Total Responses: 178 | 157

56. If yes, average # of minutes per student per week in reading?

Elementary | Middle
---|---
<80 min/std/wk | 13 (8%) | 7 (7%)
80-149 | 22 (14%) | 21 (20%)
150-249 | 74 (46%) | 46 (43%)
250-350 | 51 (32%) | 32 (30%)
Total Responses: 160 | 106

57. I use the following instructional materials and/or curriculum. (Check all that apply)

Elementary | Middle
---|---
Teacher made | 133 (82%) | 91 (83%)
Commercial | 134 (82%) | 94 (85%)
Partner district | 137 (84%) | 83 (75%)
Other | 15 (9%) | 11 (10%)
Total Responses: 163 | 110

59. In what setting is the instruction provided? (check all that apply)

Elementary | Middle
---|---
Individually (SES) | 69 (42%) | 32 (28%)
Small group (SES) | 157 (95%) | 105 (93%)
CT or CWC | 34 (21%) | 36 (32%)
Other | 2 (1%) | 3 (3%)
Total Responses: 165 | 113

Page 15
60. I provide direct writing instruction to students with LD.

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, # of students___</td>
<td>148</td>
<td>85 %</td>
</tr>
<tr>
<td>No, go to item 65</td>
<td>26</td>
<td>15 %</td>
</tr>
<tr>
<td>Total Responses</td>
<td>174</td>
<td></td>
</tr>
</tbody>
</table>

61. If yes, average # of minutes per student per week in writing?

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;80 min/std/wk</td>
<td>25</td>
<td>16 %</td>
</tr>
<tr>
<td>80-149</td>
<td>46</td>
<td>30 %</td>
</tr>
<tr>
<td>150-249</td>
<td>67</td>
<td>44 %</td>
</tr>
<tr>
<td>250-350</td>
<td>16</td>
<td>10 %</td>
</tr>
<tr>
<td>Total Responses</td>
<td>154</td>
<td></td>
</tr>
</tbody>
</table>

62. I use the following instructional materials and/or curriculum. (Check all that apply)

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher made</td>
<td>123</td>
<td>79 %</td>
</tr>
<tr>
<td>Commercial</td>
<td>107</td>
<td>69 %</td>
</tr>
<tr>
<td>Partner district</td>
<td>124</td>
<td>79 %</td>
</tr>
<tr>
<td>Other___</td>
<td>7</td>
<td>4 %</td>
</tr>
<tr>
<td>Total Responses</td>
<td>156</td>
<td></td>
</tr>
</tbody>
</table>

64. In what setting is the instruction provided? (check all that apply)

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individually (SES)</td>
<td>54</td>
<td>34 %</td>
</tr>
<tr>
<td>Small group (SES)</td>
<td>150</td>
<td>95 %</td>
</tr>
<tr>
<td>CT or CWC</td>
<td>30</td>
<td>19 %</td>
</tr>
<tr>
<td>Other___</td>
<td>1</td>
<td>1 %</td>
</tr>
<tr>
<td>Total Responses</td>
<td>158</td>
<td></td>
</tr>
</tbody>
</table>
Learning Disabilities Teacher Survey: Elementary & Middle schools

65. I provide direct math instruction to students with LD.

- None
- Elementary
- Middle

1. Yes, # of students___
   - Elementary: 134 (79 %)
   - Middle: 92 (58 %)

2. No, go to item 70
   - Elementary: 35 (21 %)
   - Middle: 66 (42 %)

Total Responses: 169

66. If yes, average # of minutes per student per week in math?

- None
- Elementary
- Middle

1. <80 min/std/wk
   - Elementary: 20 (14 %)
   - Middle: 5 (5 %)

2. 80-149
   - Elementary: 35 (24 %)
   - Middle: 9 (9 %)

3. 150-249
   - Elementary: 71 (49 %)
   - Middle: 47 (49 %)

4. 250-350
   - Elementary: 20 (14 %)
   - Middle: 34 (36 %)

Total Responses: 146

67. I use the following instructional materials and/or curriculum. (Check all that apply)

- None
- Elementary
- Middle

1. Teacher made
   - Elementary: 113 (77 %)
   - Middle: 79 (82 %)

2. Commercial
   - Elementary: 111 (76 %)
   - Middle: 78 (81 %)

3. Partner district
   - Elementary: 111 (76 %)
   - Middle: 72 (75 %)

4. Other_______
   - Elementary: 8 (5 %)
   - Middle: 10 (10 %)

Total Responses: 147

69. In what setting is the instruction provided? (check all that apply).

- None
- Elementary
- Middle

1. Individually (SES)
   - Elementary: 68 (46 %)
   - Middle: 21 (21 %)

2. Small group (SES)
   - Elementary: 131 (89 %)
   - Middle: 82 (84 %)

3. CT or CWC
   - Elementary: 22 (15 %)
   - Middle: 29 (30 %)

4. Other_______
   - Elementary: 1 (1 %)
   - Middle: 2 (2 %)

Total Responses: 147
70. I provide direct self management skills/study skills/learning strategies instruction to students with LD.

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, # of students</td>
<td>105</td>
<td>133</td>
</tr>
<tr>
<td>No, go to item 75</td>
<td>67</td>
<td>25</td>
</tr>
<tr>
<td>Total Responses:</td>
<td>172</td>
<td>158</td>
</tr>
</tbody>
</table>

71. If yes, average # of minutes per student per week in self management skills/study skills/learning strategies?

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;80 min/std/wk</td>
<td>51</td>
<td>32</td>
</tr>
<tr>
<td>80-149</td>
<td>31</td>
<td>25</td>
</tr>
<tr>
<td>150-249</td>
<td>23</td>
<td>54</td>
</tr>
<tr>
<td>250-350</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>Total Responses:</td>
<td>112</td>
<td>134</td>
</tr>
</tbody>
</table>

72. I use the following instructional materials and/or curriculum. (Check all that apply)

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher made</td>
<td>87</td>
<td>114</td>
</tr>
<tr>
<td>Commercial</td>
<td>66</td>
<td>89</td>
</tr>
<tr>
<td>Partner district</td>
<td>35</td>
<td>56</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Total Responses:</td>
<td>110</td>
<td>134</td>
</tr>
</tbody>
</table>

74. In what setting is the instruction provided? (check all that apply).

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individually (SES)</td>
<td>52</td>
<td>35</td>
</tr>
<tr>
<td>Small group (SES)</td>
<td>94</td>
<td>129</td>
</tr>
<tr>
<td>CT or CWC</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Total Responses:</td>
<td>117</td>
<td>135</td>
</tr>
</tbody>
</table>
75. I provide direct social skills instruction to students with LD.

76. If yes, average # of minutes per student per week in social skills?

77. I use the following instructional materials and/or curriculum. (Check all that apply)

79. In what setting is the instruction provided? (check all that apply).
80. I provide direct self-advocacy skills instruction to students with LD.

Elementary Middle

1. Yes, # of students 28 16 % 59 38 %
2. No, go to item 85 148 84 % 97 62 %

Total Responses: 176 156

81. If yes, average # of minutes per student per week in self-advocacy skills?

Elementary Middle

1. <80 min/std/wk 18 60 % 38 64 %
2. 80-149 7 23 % 14 24 %
3. 150-249 3 10 % 6 10 %
4. 250-350 2 7 % 1 2 %

Total Responses: 30 59

82. I use the following instructional materials and/or curriculum. (Check all that apply)

Elementary Middle

1. Teacher made 21 78 % 45 80 %
2. Commercial 12 44 % 21 38 %
3. Partner district 10 37 % 13 23 %
4. Other _______ 4 15 % 6 11 %

Total Responses: 27 56

84. In what setting is the instruction provided? (check all that apply).

Elementary Middle

1. Individually (SES) 21 66 % 25 44 %
2. Small group (SES) 26 81 % 49 86 %
3. CT or CWC 4 12 % 13 23 %
4. Other _______ 1 3 % 1 2 %

Total Responses: 32 57
85. I utilize the following methods of assessment for my students with learning disabilities (check all that apply).

87. I facilitate transition activities for my students with LD through the IEP process.

88. I provide direct instruction in transition skills to students with LD.

89. If yes, what form? (check all that apply)
1. Cross categorical resource... 135 67%
2. Self-contained cross... 46 23%
3. SSD school teacher 48 24%
4. Other ____________ 13 6%
Total Responses: 202

1. Yes, Please list _____________ 160 80%
2. No 41 20%
Total Responses: 201

1. Elementary school 0 0%
2. Middle school 0 0%
3. High school 203 100%
Total Responses: 203
4. Please darken the circle of the educational placement of the students with learning disabilities you serve. (check all that apply).

1. <21% of school day outside... 151 76%
2. 21-60% of school day... 135 68%
3. >60% of school day outside... 68 34%
4. Public separate facility... 2 1%
Total Responses: 198

5. What is the percentage of students on your caseload with learning disabilities?

1. less than 25% of students... 3 2%
2. between 25% to 50% of... 11 6%
3. between 51% to 75% of... 60 31%
4. more than 75% of students... 120 62%
Total Responses: 194
Mean: 3.53 Standard Deviation: 0.68

6. What is the percentage of time you work with students with learning disabilities?

1. less than 25% 4 2%
2. 25% - 50% 5 3%
3. 51% - 75% 29 15%
4. more than 75% 153 80%
Total Responses: 191
Mean: 3.73 Standard Deviation: 0.61

7. I have

1. Bachelor's degree 16 8%
2. Bachelor's degree + courses 36 18%
3. Master's degree 40 20%
4. Master's degree + courses 106 53%
5. Doctorate 3 1%
Total Responses: 201
Mean: 3.22 Standard Deviation: 1.02
### Learning Disabilities Teacher Survey: High school

8. The number of years I have worked in an educational setting is

<table>
<thead>
<tr>
<th>Experience</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3 years</td>
<td>11</td>
<td>5%</td>
</tr>
<tr>
<td>3-5 years</td>
<td>25</td>
<td>12%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>37</td>
<td>18%</td>
</tr>
<tr>
<td>11-15 years</td>
<td>25</td>
<td>12%</td>
</tr>
<tr>
<td>16-25 years</td>
<td>63</td>
<td>31%</td>
</tr>
<tr>
<td>26-35 years</td>
<td>40</td>
<td>20%</td>
</tr>
</tbody>
</table>

Total Responses: 201

9. The number of years I have worked in the special education area is

<table>
<thead>
<tr>
<th>Experience</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3 years</td>
<td>15</td>
<td>7%</td>
</tr>
<tr>
<td>3-5 years</td>
<td>28</td>
<td>14%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>42</td>
<td>21%</td>
</tr>
<tr>
<td>11-15 years</td>
<td>22</td>
<td>11%</td>
</tr>
<tr>
<td>16-25 years</td>
<td>54</td>
<td>27%</td>
</tr>
<tr>
<td>26-35 years</td>
<td>41</td>
<td>20%</td>
</tr>
</tbody>
</table>

Total Responses: 202

10. The number of years I have worked at Special School District is

<table>
<thead>
<tr>
<th>Experience</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3 years</td>
<td>32</td>
<td>16%</td>
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<tr>
<td>3-5 years</td>
<td>42</td>
<td>21%</td>
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<tr>
<td>6-10 years</td>
<td>33</td>
<td>16%</td>
</tr>
<tr>
<td>11-15 years</td>
<td>26</td>
<td>13%</td>
</tr>
<tr>
<td>16-25 years</td>
<td>49</td>
<td>24%</td>
</tr>
<tr>
<td>26-35 years</td>
<td>21</td>
<td>10%</td>
</tr>
</tbody>
</table>

Total Responses: 203
11. I have certification(s) or license(s) in (check all that apply)

1. Elementary Education--Early... 32 16 % 11 Sp Ed--Severely... 28 14 %
2. Elementary Education--1-6 90 45 % 12 Sp Ed--Speech/Language... 7 3 %
3. Middle School... 22 11 % 13 Sp Ed--Blind/Partially Sighted 0 0 %
4. Secondary Education... 33 16 % 14 Sp Ed--Deaf/Hearing Impaired 4 2 %
5. Sp Ed--Early Childhood... 8 4 % 15 School Counselor (K-8) 0 0 %
6. Sp Ed--Mild/Moderate: BD/ED 120 60 % 16 School Counselor (7-12) 2 1 %
7. Sp Ed--Mild/Moderate:... 142 71 % 17 School Counselor (K-12) 3 1 %
8. Sp Ed--Mild/Moderate:... 94 47 % 18 School Psychological... 0 0 %
9. Sp Ed--Mild/Moderate: Cross... 105 52 % 19 School Psychologist (K-12) 0 0 %
10. Sp Ed--Mild/Moderate:... 11 5 % 20 Other, Specify ________________ 25 12 %

Total Responses: 201

12. I work in

1. Affton 2 1 % 15 Parkway 24 12 %
2. Bayless 3 1 % 16 Pattonville 5 2 %
3. Brentwood 0 0 % 17 Ritenour 7 3 %
4. Clayton 4 2 % 18 Riverview Gardens 1 0 %
5. Ferguson-Florissant 10 5 % 19 Rockwood 28 14 %
6. Hancock Place 2 1 % 20 University City 8 4 %
7. Hazelwood 22 11 % 21 Valley Park 1 0 %
8. Jennings 7 3 % 22 Webster Groves 8 4 %
9. Kirkwood 9 4 % 23 Wellston 0 0 %
10. Ladue 6 3 % 24 Special Education School 3 1 %
11. Lindbergh 15 7 % 25 Technical Education School 3 1 %
12. Maplewood Richmond Heights 3 1 %
13. Mehlville 26 13 %
14. Normandy 6 3 %

Total Responses: 203
13. Establish universal classroom structures and supports to promote student behavior conducive to learning.

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Limited</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Moderate</td>
<td>7</td>
<td>4%</td>
</tr>
<tr>
<td>Often</td>
<td>49</td>
<td>24%</td>
</tr>
<tr>
<td>Always</td>
<td>138</td>
<td>69%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>

Total Responses: 200
Mean: 4.61  Standard Deviation: 0.7

14. Apply behavior principles to classroom structures and management.

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
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<td>0%</td>
</tr>
<tr>
<td>Limited</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Moderate</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Often</td>
<td>61</td>
<td>30%</td>
</tr>
<tr>
<td>Always</td>
<td>132</td>
<td>65%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Total Responses: 202
Mean: 4.6  Standard Deviation: 0.59

15. Facilitate the development of a functional assessment and behavior intervention plan.

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Limited</td>
<td>29</td>
<td>14%</td>
</tr>
<tr>
<td>Moderate</td>
<td>35</td>
<td>18%</td>
</tr>
<tr>
<td>Often</td>
<td>60</td>
<td>30%</td>
</tr>
<tr>
<td>Always</td>
<td>69</td>
<td>34%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>5</td>
<td>2%</td>
</tr>
</tbody>
</table>

Total Responses: 200
Mean: 3.6  Standard Deviation: 1.14

16. Facilitate the implementation of individual behavior intervention plans and regularly evaluate student progress, adjusting instruction as needed.

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Limited</td>
<td>29</td>
<td>14%</td>
</tr>
<tr>
<td>Moderate</td>
<td>35</td>
<td>18%</td>
</tr>
<tr>
<td>Often</td>
<td>60</td>
<td>30%</td>
</tr>
<tr>
<td>Always</td>
<td>69</td>
<td>34%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>5</td>
<td>2%</td>
</tr>
</tbody>
</table>

Total Responses: 200
Mean: 3.85  Standard Deviation: 1.1
17. Utilize assessment strategies to analyze and determine the social and emotional needs of students within the context of collaborative teams.

1. Not at all 11 5%
2. Limited 38 19%
3. Moderate 34 17%
4. Often 50 25%
5. Always 57 28%
6. Not applicable 11 5%
Total Responses: 201
Mean: 3.55 Standard Deviation: 1.27

18. Monitor the student's social and emotional development and select strategies to teach social skills (interpersonal, affective and coping skills), within the context of collaborative teams.

1. Not at all 7 3%
2. Limited 40 20%
3. Moderate 47 23%
4. Often 56 28%
5. Always 44 22%
6. Not applicable 8 4%
Total Responses: 202
Mean: 3.46 Standard Deviation: 1.16

19. Promote generalization and maintenance of self-discipline, self-regulation and self-control through instruction and creation of support systems.

1. Not at all 1 0%
2. Limited 17 8%
3. Moderate 40 20%
4. Often 76 38%
5. Always 65 32%
6. Not applicable 2 1%
Total Responses: 201
Mean: 3.94 Standard Deviation: 0.96

20. Collaboratively analyze student performance and teacher behavior to determine improvement needs.

1. Not at all 5 2%
2. Limited 23 11%
3. Moderate 33 16%
4. Often 62 31%
5. Always 76 38%
6. Not applicable 3 1%
Total Responses: 202
Mean: 3.91 Standard Deviation: 1.11
21. Study effective practices and implement research based strategies to improve student social and emotional needs.

1. Not at all       4     2 %
2. Limited     36   18 %
3. Moderate     46   23 %
4. Often       69   35 %
5. Always     40   20 %
6. Not applicable       3     2 %
Total Responses:   198
Mean: 3.54     Standard Deviation: 1.08

22. Assess student abilities and analyze data to make instructional decisions.

1. Not at all       0     0 %
2. Limited       8     4 %
3. Moderate     19    9 %
4. Often     74   37 %
5. Always   101   50 %
6. Not applicable       0     0 %
Total Responses:   202
Mean: 4.33     Standard Deviation: 0.81

23. Provide systematic instruction.

1. Not at all       0     0 %
2. Limited       3     1 %
3. Moderate     11    5 %
4. Often     67   33 %
5. Always   118   58 %
6. Not applicable       3     1 %
Total Responses:   202
Mean: 4.5     Standard Deviation: 0.69

24. Plan lessons (within the district's curriculum frameworks) that have observable and measurable student outcomes.

1. Not at all       0     0 %
2. Limited       3     1 %
3. Moderate     11    5 %
4. Often     57   28 %
5. Always   127   63 %
6. Not applicable       3     1 %
Total Responses:   201
Mean: 4.56     Standard Deviation: 0.67
25. Demonstrate techniques to promote maximum student involvement/engagement.

1. Not at all       0     0 %
2. Limited       3     1 %
3. Moderate       7     3 %
4. Often     71   35 %
5. Always   121   60 %
6. Not applicable       0     0 %
Total Responses:   202
Mean: 4.53     Standard Deviation: 0.64

26. Provide specialized instruction to access district curriculum based on student abilities and needs.

1. Not at all       1     0 %
2. Limited       4     2 %
3. Moderate     14     7 %
4. Often     65   32 %
5. Always   116   58 %
6. Not applicable       1     0 %
Total Responses:   201
Mean: 4.46     Standard Deviation: 0.76

27. Provide systematic feedback to students.

1. Not at all     10     5 %
2. Limited     43   22 %
3. Moderate     35   18 %
4. Often     41   21 %
5. Always     47   24 %
6. Not applicable     23   12 %
Total Responses:   199
Mean:  3.41     Standard Deviation: 1.27

28. Implement specific assistive technology to meet the needs of students on caseload.

1. Not at all      10     5 %
2. Limited      43   22 %
3. Moderate      35   18 %
4. Often      41   21 %
5. Always      47   24 %
6. Not applicable      23   12 %
Total Responses:   199
Mean:  3.41     Standard Deviation: 1.27
Learning Disabilities Teacher Survey: High school

29. Support students through generalization and maintenance of acquired skills in collaboration.

- Not at all: 9 (4%)
- Limited: 22 (11%)
- Moderate: 34 (17%)
- Often: 68 (34%)
- Always: 62 (31%)
- Not applicable: 5 (2%)

Total Responses: 200
Mean: 3.78  Standard Deviation: 1.15

30. Interpret data from district assessments to determine student needs within the context of collaborative teams.

- Not at all: 9 (4%)
- Limited: 22 (11%)
- Moderate: 34 (17%)
- Often: 68 (34%)
- Always: 62 (31%)
- Not applicable: 5 (2%)

Total Responses: 200
Mean: 3.78  Standard Deviation: 1.15

31. Select strategies to increase student achievement based on analysis of student needs within the context of collaborative teams.

- Not at all: 4 (2%)
- Limited: 49 (25%)
- Moderate: 55 (28%)
- Often: 51 (26%)
- Always: 36 (18%)
- Not applicable: 3 (2%)

Total Responses: 198
Mean: 4.08  Standard Deviation: 0.95

32. Integrate technology into the learning environment.

- Not at all: 4 (2%)
- Limited: 49 (25%)
- Moderate: 55 (28%)
- Often: 51 (26%)
- Always: 36 (18%)
- Not applicable: 3 (2%)

Total Responses: 198
Mean: 3.34  Standard Deviation: 1.11
Learning Disabilities Teacher Survey: High school

33. Provide and evaluate instruction for student achievement within the context of collaborative teams.

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Total Responses: 201
Mean: 3.94  Standard Deviation: 1.02

34. Plan lessons that reflect cultural and ethnic diversity.

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Total Responses: 200
Mean: 3.92  Standard Deviation: 1

35. Independently pursue additional knowledge and skills to enhance instructional practices.

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Total Responses: 200
Mean: 4.17  Standard Deviation: 0.85

36. Demonstrate expertise in effective practices and collaboratively share instructional practices and data with colleagues to improve own instruction

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Total Responses: 199
Mean: 4.1  Standard Deviation: 0.91
37. Develop innovative strategies and instruction to meet the needs of students.

1. Not at all       0     0 %
2. Limited       7     4 %
3. Moderate     25   12 %
4. Often     75   38 %
5. Always     93   46 %
6. Not applicable       0     0 %
Total Responses:   200
Mean: 4.27     Standard Deviation: 0.81

38. Evaluate and change own practices based on student data.

1. Not at all       9     5 %
2. Limited     29   15 %
3. Moderate     49   25 %
4. Often     57   29 %
5. Always     43   22 %
6. Not applicable     12     6 %
Total Responses:   199
Mean: 3.51     Standard Deviation: 1.15

39. Identify the components of balanced literacy.

1. Not at all       8     4 %
2. Limited     26   13 %
3. Moderate     35   18 %
4. Often     62   31 %
5. Always     51   26 %
6. Not applicable     16     8 %
Total Responses:   198
Mean: 3.67     Standard Deviation: 1.16

40. Ensures student schedules reflect all of the components of balanced literacy.

1. Not at all       8     4 %
2. Limited     26   13 %
3. Moderate     35   18 %
4. Often     62   31 %
5. Always     51   26 %
6. Not applicable     16     8 %
Total Responses:   198
Mean: 3.67     Standard Deviation: 1.16
Learning Disabilities Teacher Survey: High school

41. Assess student abilities and select research based strategies to meet specific student needs and interests.

1. Not at all  6  3%
2. Limited  19  10%
3. Moderate  31  16%
4. Often  82  41%
5. Always  55  28%
6. Not applicable  5  3%

Total Responses: 198
Mean: 3.83  Standard Deviation: 1.05

42. Differentiate instruction to meet the needs of students in a variety of collaborative settings.

1. Not at all  3  2%
2. Limited  12  6%
3. Moderate  19  10%
4. Often  66  33%
5. Always  96  48%
6. Not applicable  3  2%

Total Responses: 199
Mean: 4.22  Standard Deviation: 0.96

43. Develop effective student data keeping systems.

1. Not at all  0  0%
2. Limited  21  11%
3. Moderate  37  19%
4. Often  70  35%
5. Always  70  35%
6. Not applicable  2  1%

Total Responses: 199
Mean: 3.95  Standard Deviation: 1.01

44. Collaboratively analyze student performance.

1. Not at all  0  0%
2. Limited  21  11%
3. Moderate  23  12%
4. Often  82  41%
5. Always  70  35%
6. Not applicable  3  2%

Total Responses: 199
Mean: 4.03  Standard Deviation: 0.95
45. Study best practices and implement research based strategies to improve student achievement.

- Not at all: 3 (2%)
- Limited: 18 (9%)
- Moderate: 31 (16%)
- Often: 90 (45%)
- Always: 54 (27%)
- Not applicable: 3 (2%)

Total Responses: 199

Mean: 3.89 Standard Deviation: 0.96

46. Examine current teaching practices to support district goals.

- Not at all: 4 (2%)
- Limited: 12 (6%)
- Moderate: 27 (14%)
- Often: 88 (44%)
- Always: 67 (34%)
- Not applicable: 1 (1%)

Total Responses: 199

Mean: 4.02 Standard Deviation: 0.95

47. Engage in collaborative planning and reflection throughout all instructional areas including assessment, intervention and evaluation.

- Not at all: 6 (3%)
- Limited: 23 (12%)
- Moderate: 28 (14%)
- Often: 79 (40%)
- Always: 58 (29%)
- Not applicable: 4 (2%)

Total Responses: 198

Mean: 3.82 Standard Deviation: 1.08

48. Participate in reflective practices aimed at implementing effective practices in the educational setting.

- Not at all: 3 (2%)
- Limited: 18 (9%)
- Moderate: 36 (18%)
- Often: 78 (40%)
- Always: 61 (31%)
- Not applicable: 1 (1%)

Total Responses: 197

Mean: 3.9 Standard Deviation: 1
49. Provide leadership in collaborative projects with partner district to improve student performance.

- Not at all: 10 (5%)
- Limited: 23 (12%)
- Moderate: 43 (22%)
- Often: 60 (30%)
- Always: 51 (26%)
- Not applicable: 10 (5%)

Total Responses: 197

Mean: 3.64  Standard Deviation: 1.16

50. Share collaborative work with colleagues to solicit reflective feedback and professional growth.

- Not at all: 5 (3%)
- Limited: 20 (10%)
- Moderate: 37 (19%)
- Often: 74 (38%)
- Always: 58 (29%)
- Not applicable: 3 (2%)

Total Responses: 197

Mean: 3.82  Standard Deviation: 1.05

51. Offer support to new staff in the acquisition of needed skills through a variety of collaborative efforts including mentoring, coaching and modeling.

- Not at all: 7 (4%)
- Limited: 14 (7%)
- Moderate: 35 (18%)
- Often: 53 (27%)
- Always: 68 (35%)
- Not applicable: 19 (10%)

Total Responses: 196

Mean: 3.91  Standard Deviation: 1.12

54. I am the only instructor for my students with LD in the following core content area(s) (check all that apply)

- Language Arts: 30 (18%)
- Reading: 21 (12%)
- Math: 28 (16%)
- Science: 15 (9%)
- Social Studies: 24 (14%)
- Other: 26 (15%)
- None: 75 (44%)

Total Responses: 171
Learning Disabilities Teacher Survey: High school

55. I provide direct reading instruction to students with LD.
1. Yes, # of students____
   - 84   45 %
2. No, go to item 60 104 55 %
Total Responses: 188

56. If yes, average # of minutes per student per week in reading?
1. <80 min/std/wk 29 33 %
2. 80-149 17 19 %
3. 150-249 15 17 %
4. 250-350 27 31 %
Total Responses: 88

57. I use the following instructional materials and/or curriculum. (Check all that apply)
1. Teacher made 74 77 %
2. Commercial 73 76 %
3. Partner district 61 64 %
4. Other_______ 5 5 %
Total Responses: 96

59. In what setting is the instruction provided? (check all that apply)
1. Individually (SES) 35 36 %
2. Small group (SES) 86 90 %
3. CT or CWC 36 38 %
4. Other_______ 2 2 %
Total Responses: 96
Learning Disabilities Teacher Survey: High school

60. I provide direct writing instruction to students with LD.

1. Yes, # of students____   119   62 %
2. No, go to item 65     74   38 %
Total Responses:   193

61. If yes, average # of minutes per student per week in writing?

1. <80 min/std/wk     43   36 %
2. 80-149     23   19 %
3. 150-249     28   24 %
4. 250-350     24   20 %
Total Responses:   118

62. I use the following instructional materials and/or curriculum. (Check all that apply)

1. Teacher made     98   78 %
2. Commercial     92   73 %
3. Partner district     82   65 %
4. Other_______       5     4 %
Total Responses:   126

64. In what setting is the instruction provided? (check all that apply)

1. Individually (SES)     47   38 %
2. Small group (SES)   107   87 %
3. CT or CWC     56   46 %
4. Other_______       8     7 %
Total Responses:   123
Learning Disabilities Teacher Survey: High school

65. I provide direct math instruction to students with LD.
   1. Yes, # of students____ 71 37 %
   2. No, go to item 70 123 63 %
   Total Responses: 194

66. If yes, average # of minutes per student per week in math?
   1. <80 min/std/wk 16 21 %
   2. 80-149 9 12 %
   3. 150-249 23 30 %
   4. 250-350 29 38 %
   Total Responses: 77

67. I use the following instructional materials and/or curriculum. (Check all that apply)
   1. Teacher made 58 76 %
   2. Commercial 52 68 %
   3. Partner district 53 70 %
   4. Other_______ 4 5 %
   Total Responses: 76

69. In what setting is the instruction provided? (check all that apply).
   1. Individually (SES) 31 40 %
   2. Small group (SES) 59 76 %
   3. CT or CWC 37 47 %
   4. Other_______ 4 5 %
   Total Responses: 78
70. I provide direct self management skills/study skills/learning strategies instruction to students with LD.
1. Yes, # of students____   120   62 %
2. No, go to item 75     74   38 %
Total Responses:   194

71. If yes, average # of minutes per student per week in self management skills/study skills/learning strategies?
1. <80 min/std/wk     40   33 %
2. 80-149     17   14 %
3. 150-249     33   27 %
4. 250-350     33   27 %
Total Responses:   123

72. I use the following instructional materials and/or curriculum. (Check all that apply)
1. Teacher made   110   89 %
2. Commercial     77   63 %
3. Partner district     50   41 %
4. Other_______     15   12 %
Total Responses:   123

74. In what setting is the instruction provided? (check all that apply).
1. Individually (SES)     46   38 %
2. Small group (SES)   114   93 %
3. CT or CWC     29   24 %
4. Other_______     3   2 %
Total Responses:   122
Learning Disabilities Teacher Survey: High school

75. I provide direct social skills instruction to students with LD.
1. Yes, # of students____  53  28 %
2. No, go to item 80   138  72 %
Total Responses:   191

76. If yes, average # of minutes per student per week in social skills?
1. <80 min/std/wk     29   48 %
2. 80-149     12   20 %
3. 150-249       6   10 %
4. 250-350     13   22 %
Total Responses:     60

77. I use the following instructional materials and/or curriculum. (Check all that apply)
1. Teacher made     43   73 %
2. Commercial     30   51 %
3. Partner district     10   17 %
4. Other_______     10   17 %
Total Responses:     59

79. In what setting is the instruction provided? (check all that apply).
1. Individually (SES)     30   51 %
2. Small group (SES)     44   75 %
3. CT or CWC     12   20 %
4. Other_______     5   8 %
Total Responses:     59
Learning Disabilities Teacher Survey: High school

80. I provide direct self-advocacy skills instruction to students with LD.
1. Yes, # of students____ 69  36 %
2. No, go to item 85 122  64 %
Total Responses: 191

81. If yes, average # of minutes per student per week in self-advocacy skills?
1. <80 min/std/wk 37  53 %
2. 80-149 19  27 %
3. 150-249 9  13 %
4. 250-350 5  7 %
Total Responses: 70

82. I use the following instructional materials and/or curriculum. (Check all that apply)
1. Teacher made 51  76 %
2. Commercial 28  42 %
3. Partner district 15  22 %
4. Other_______ 10  15 %
Total Responses: 67

84. In what setting is the instruction provided? (check all that apply).
1. Individually (SES) 42  63 %
2. Small group (SES) 49  73 %
3. CT or CWC 15  22 %
4. Other_______ 4  6 %
Total Responses: 67
85. I utilize the following methods of assessment for my students with learning disabilities (check all that apply).

1. IEP goal(s)/Benchmark 191 95 %
2. Classroom grade 196 98 %
3. Daily work 194 97 %
4. District standardize test(s) 94 47 %
5. MAP 91 45 %
6. Other 30 15 %

Total Responses: 201

87. I facilitate transition activities for my students with LD through the IEP process.

1. Yes 187 94 %
2. No 11 6 %

Total Responses: 198
Mean: 1.06 Standard Deviation: 0.23

88. I provide direct instruction in transition skills to students with LD.

1. Yes 97 50 %
2. No 96 50 %

Total Responses: 193
Mean: 1.5 Standard Deviation: 0.5

89. If yes, what form? (check all that apply)

1. embedded in the curriculum 76 77 %
2. separate topic 45 45 %
3. Other 20 20 %

Total Responses: 99
## LD Program Evaluation
### Teacher (Chairperson) Survey
#### December, 2004
### Supports Used/Needed

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## LD Program Evaluation
### Teacher (Chairperson) Survey
#### December, 2004
### Supports Used/Needed

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#### Teacher (Chairperson) Survey
December, 2004
Supports Used/Needed

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<td>Assistive Technology Support</td>
<td>4</td>
<td>1</td>
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<td>Collaborative Teamwork</td>
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<td>11</td>
<td>9</td>
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<td>Computer Technology</td>
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<td>Continuing Education</td>
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<td>4</td>
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<td>7</td>
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<td>Curriculum</td>
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<td>1</td>
<td>4</td>
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<tr>
<td>Diagnostic Support</td>
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<td>0</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Inclusion Facilitators Support</td>
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<td>1</td>
<td>0</td>
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<td>Learning Strategies</td>
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<td>Materials Support</td>
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<td>20</td>
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<tr>
<td>Parent/Family Support</td>
<td>14</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>0</td>
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<tr>
<td>Partner District</td>
<td>2</td>
<td>2</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>Time Resource</td>
<td>57</td>
<td>15</td>
<td>6</td>
<td>30</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
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</tr>
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<td>Community Support</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
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<td><strong>Total</strong></td>
<td>611</td>
<td>167</td>
<td>116</td>
<td>232</td>
<td>96</td>
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</tbody>
</table>
Learning Disabilities Program Evaluation:  
AC/SSD Principal Checklist

This checklist is part of the Learning Disabilities Program Evaluation and is intended to assess LD teachers in implementing quality instruction for students with learning disabilities. Please complete two checklists based on the evidences you gathered from observations, non observed data from the students, parents, general and special education staff and community members, drop-in visits, conference, staff meetings, conversations with two teachers. Please return two completed checklists to Dr. Chialin Hsieh, Program Evaluation at SSD CO by Pony, by December 23, 2004. You may contact Ginny Bender, Director, at 314.989.8268, if you have any questions.

Demographic Information

1. This teacher mainly works in
   - [ ] Cross categorical resource room
   - [ ] Self-contained cross categorical classroom in a partner district
   - [ ] SSD school
   - [ ] Other

2. This teacher works at
   - [ ] Elementary school
   - [ ] Middle school
   - [ ] High school

3. This teacher works for SSD for
   - [ ] less than 5 years
   - [ ] equal to or more than 5 years

4. The teacher I supervise is from
   - [ ] Affton
   - [ ] Brentwood
   - [ ] Ferguson-Florissant
   - [ ] Hazelwood
   - [ ] Kirkwood
   - [ ] Lindbergh
   - [ ] Mehlville
   - [ ] Parkway
   - [ ] Ritenour
   - [ ] Rockwood
   - [ ] Valley Park
   - [ ] Wellston
   - [ ] Technical Education School
   - [ ] Special Education School
Learning Disabilities Program Evaluation:
AC/SSD Principal Checklist

To what degree do you currently have evidences to support that the teacher is implementing the following skills in his/her classroom for students with learning disabilities? The evidences would come from observations, non observed data from the students, parents, general and special education staff and community members, drop-in visits, conference, staff meetings, conversations with the teacher. If you do not have the opportunities to observe teacher implementing the following skills, please darken the "NA" for I do not know or not applicable.

<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>N</th>
<th>L</th>
<th>M</th>
<th>O</th>
<th>A</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Establishes universal classroom structures and supports to promote student behavior conducive to learning.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>6. Applies behavior principles to classroom structures and management.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>7. Facilitates the development of a functional assessment and behavior intervention plan.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>8. Facilitates the implementation of individual behavior intervention plans and regularly evaluates student progress, adjusting instruction as needed.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>9. Utilizes assessment strategies to analyze and determine the social and emotional needs of students within the context of collaborative teams.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>10. Monitors the student's social and emotional development and selects strategies to teach social skills (interpersonal, affective and coping skills), within the context of collaborative teams.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>11. Promotes generalization and maintenance of self-discipline, self-regulation and self-control through instruction and creation of support systems.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>12. Collaboratively analyzes student performance and teacher behavior to determine improvement needs.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>13. Studies effective practices and implements research based strategies to improve student social and emotional needs.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality Instruction</th>
<th>N</th>
<th>L</th>
<th>M</th>
<th>O</th>
<th>A</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Assesses student abilities and analyzes data to make instructional decisions.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>15. Provides systematic instruction.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>16. Plans lessons (within the district's curriculum frameworks) that have observable and measurable student outcomes.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>17. Demonstrates techniques to promote maximum student involvement/engagement.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>18. Provides specialized instruction to access district curriculum based on student abilities and needs.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>19. Provides systematic feedback to students.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>20. Implements specific assistive technology to meet the needs of student caseload.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>21. Supports students through generalization and maintenance of acquired skills in collaboration.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>22. Interprets data from district assessments to determine student needs within the context of collaborative teams.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>23. Selects strategies to increase student achievement based on analysis of student needs within the context of collaborative teams.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>24. Integrates technology into the learning environment.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>25. Provides and evaluates instruction for student achievement within the context of collaborative teams.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>26. Plan lessons that reflect cultural and ethnic diversity.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>27. Independently pursues additional knowledge and skills to enhance instructional practices.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>28. Demonstrates expertise in effective practices and collaboratively shares instructional practices and data with colleagues to improve own instruction.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>29. Develops innovative strategies and instruction to meet the needs of students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Evaluates and changes own practices based on student data.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Response Definition:** N=Not at all   L=Limited   M=Moderate   O=Often   A=Always   NA=Not applicable

<table>
<thead>
<tr>
<th>31. Identifies the components of balanced literacy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>32. Ensures student schedules reflect all of the components of balanced literacy.</td>
</tr>
<tr>
<td>33. Assesses student abilities and selects research based strategies to meet specific student needs and interests.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>34. Differentiates instruction to meet the needs of students in a variety of collaborative settings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>35. Develops effective student data keeping systems.</td>
</tr>
<tr>
<td>36. Collaboratively analyzes student performance.</td>
</tr>
</tbody>
</table>

| 37. Studies best practices and implements research based strategies to improve student achievement. |

**Student Performance/Literacy**

**Professional Growth**

<table>
<thead>
<tr>
<th>38. Examines current teaching practices to support district goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>39. Engages in collaborative planning and reflection throughout all instructional areas including assessment, intervention and evaluation.</td>
</tr>
<tr>
<td>40. Participates in reflective practices aimed at implementing effective practices in the educational setting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>41. Provides leadership in collaborative projects with partner district to improve student performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>42. Shares collaborative work with colleagues to solicit reflective feedback and professional growth.</td>
</tr>
<tr>
<td>43. Offers support to new staff in the acquisition of needed skills through a variety of collaborative efforts including mentoring, coaching and modeling.</td>
</tr>
</tbody>
</table>
Learning Disabilities Program Evaluation:  
AC/SSD Principal--Supports & Needs

This short questionnaire is part of the Learning Disabilities Program Evaluation and is to assess the overall supports you have and additional supports you need for your students with LD. Please return this questionnaire with the rest of the surveys to Dr. Chialin Hsieh, Program Evaluation, SSD by December 23, 2004. Thank you very much.

1. My district is
   - [ ] Affton
   - [ ] Brentwood
   - [ ] Ferguson-Florissant
   - [ ] Hazelwood
   - [ ] Kirkwood
   - [ ] Lindbergh
   - [ ] Mehlville
   - [ ] Parkway
   - [ ] Ritenour
   - [ ] Rockwood
   - [ ] Valley Park
   - [ ] Wellston
   - [ ] Technical Education School

2. My assignment is mainly at
   - [ ] Elementary school
   - [ ] Middle school
   - [ ] High school

3. Please list 3 effective supports or resources that you use for your students with learning disabilities.

   

4. Please list 3 additional supports or resources you need that are essential to your students with learning disabilities.

   

Learning Disabilities AC Checklist

Creation Date: 2/25/2005
Time Interval: 12/14/2004 to 1/20/2005
Total Respondents: 107

1. This teacher mainly works in

- Elementary school: 58 (55%)
- Middle school: 22 (21%)
- High school: 25 (24%)

Total Responses: 105

2. This teacher works at

- less than 5 years: 27 (28%)
- equal to or more than 5 years: 70 (72%)

Total Responses: 97

3. This teacher works for SSD for

- Cross categorical resource: 78 (75%)
- Self-contained cross...: 21 (20%)
- SSD school: 0 (0%)
- Other: 5 (5%)

Total Responses: 104
Learning Disabilities AC Checklist

4. The teacher I supervise is from

1. Affton       2     2 % 15 Parkway     18   17 %
2. Bayless       2     2 % 16 Pattonville       5     5 %
3. Brentwood       2     2 % 17 Ritenour       4     4 %
4. Clayton 0     0 % 18 Riverview Gardens       3     3 %
5. Ferguson-Florissant 10     9 % 19 Rockwood     17   16 %
6. Hancock Place       2     2 % 20 University City       4     4 %
7. Hazelwood       6     6 % 21 Valley Park       3     3 %
8. Jennings       2     2 % 22 Webster Groves       4     4 %
9. Kirkwood       4     4 % 23 Wellston       2     2 %
10. Ladue       2     2 % 24 Special Education School       0     0 %
11. Lindbergh       2     2 % 25 Technical Education School       2     2 %
12. Maplewood Richmond Heights       2     2 %
13. Mehlville       6     6 %
14. Normandy       3     3 %

Total Responses: 107

Mean: 4.19     Standard Deviation: 0.98

5. Establishes universal classroom structures and supports to promote student behavior conducive to learning.

1. Not at all       2     2 %
2. Limited       4     4 %
3. Moderate 19     18 %
4. Often       29   27 %
5. Always     53   50 %
6. Not applicable       0     0 %

Total Responses: 107

Mean: 4.13     Standard Deviation: 0.96

6. Applies behavior principles to classroom structures and management.

1. Not at all       3     3 %
2. Limited       3     3 %
3. Moderate 14     13 %
4. Often     41   38 %
5. Always     42   39 %
6. Not applicable       4     4 %

Total Responses: 107

Mean: 4.13     Standard Deviation: 0.96
Learning Disabilities AC Checklist


1. Not at all       2     2 %
2. Limited       13   12 %
3. Moderate     28   26 %
4. Often       34   32 %
5. Always       28   26 %
6. Not applicable       2     2 %

Total Responses:   107
Mean: 3.7     Standard Deviation: 1.06

8. Facilitates the implementation of individual behavior intervention plans and regularly evaluates student progress, adjusting instruction as needed.

1. Not at all       2     2 %
2. Limited       8     7 %
3. Moderate     27   25 %
4. Often       33   31 %
5. Always       35   33 %
6. Not applicable       2     2 %

Total Responses:   107
Mean: 3.87     Standard Deviation: 1.03

9. Utilizes assessment strategies to analyze and determine the social and emotional needs of students within the context of collaborative teams.

1. Not at all       3     3 %
2. Limited       6     6 %
3. Moderate     24   22 %
4. Often       33   31 %
5. Always       40   37 %
6. Not applicable       1     1 %

Total Responses:   107
Mean: 3.96     Standard Deviation: 1.05

10. Monitors the student's social and emotional development and selects strategies to teach social skills (interpersonal, affective and coping skills), within the context of collaborative teams.

1. Not at all      3     3 %
2. Limited       6     6 %
3. Moderate     24   22 %
4. Often       33   31 %
5. Always       40   37 %
6. Not applicable       1     1 %

Total Responses:   107
Mean: 3.95     Standard Deviation: 1.05
Learning Disabilities AC Checklist

11. Promotes generalization and maintenance of self-discipline, self-regulation and self-control through instruction and creation of support systems.

   1. Not at all       2     2 %
   2. Limited       4     4 %
   3. Moderate    23    21 %
   4. Often       34    32 %
   5. Always     42    39 %
   6. Not applicable       2     2 %

Total Responses:   107
Mean: 4.05     Standard Deviation: 0.97

12. Collaboratively analyzes student performance and teacher behavior to determine improvement needs.

   1. Not at all       3     3 %
   2. Limited       15    14 %
   3. Moderate    22    21 %
   4. Often       32    30 %
   5. Always     31    29 %
   6. Not applicable       4     4 %

Total Responses:   107
Mean: 4.12     Standard Deviation: 0.96

13. Studies effective practices and implements research based strategies to improve student social and emotional needs.

   1. Not at all       1     1 %
   2. Limited       3     3 %
   3. Moderate    19    18 %
   4. Often       42    39 %
   5. Always     39    36 %
   6. Not applicable       3     3 %

Total Responses:   107
Mean: 4.11     Standard Deviation: 0.87

14. Assesses student abilities and analyzes data to make instructional decisions.

   1. Not at all       5     5 %
   2. Limited       19    18 %
   3. Moderate    22    21 %
   4. Often       42    39 %
   5. Always     39    36 %
   6. Not applicable       3     3 %

Total Responses:   107
Mean: 4.12     Standard Deviation: 0.87
**Learning Disabilities AC Checklist**

15. Provides systematic instruction.

- **Not at all**: 3 (3%)
- **Limited**: 2 (2%)
- **Moderate**: 23 (21%)
- **Often**: 38 (36%)
- **Always**: 41 (38%)
- **Not applicable**: 0 (0%)

**Total Responses**: 107

**Mean**: 4.05 **Standard Deviation**: 0.97

16. Plans lessons (within the district's curriculum frameworks) that have observable and measurable student outcomes.

- **Not at all**: 2 (2%)
- **Limited**: 2 (2%)
- **Moderate**: 17 (16%)
- **Often**: 36 (34%)
- **Always**: 49 (46%)
- **Not applicable**: 0 (0%)

**Total Responses**: 106

**Mean**: 4.21 **Standard Deviation**: 0.91

17. Demonstrates techniques to promote maximum student involvement/engagement.

- **Not at all**: 2 (2%)
- **Limited**: 1 (1%)
- **Moderate**: 9 (8%)
- **Often**: 49 (46%)
- **Always**: 46 (43%)
- **Not applicable**: 0 (0%)

**Total Responses**: 107

**Mean**: 4.27 **Standard Deviation**: 0.81

18. Provides specialized instruction to access district curriculum based on student abilities and needs.

- **Not at all**: 2 (2%)
- **Limited**: 3 (3%)
- **Moderate**: 8 (7%)
- **Often**: 42 (39%)
- **Always**: 52 (49%)
- **Not applicable**: 0 (0%)

**Total Responses**: 107

**Mean**: 4.3 **Standard Deviation**: 0.87
19. Provides systematic feedback to students.

1. Not at all       3     3 %
2. Limited       4     4 %
3. Moderate       17   17 %
4. Often       47   44 %
5. Always       34   32 %
6. Not applicable       2     2 %
Total Responses:   106
Mean: 4.06     Standard Deviation: 0.86

20. Implements specific assistive technology to meet the needs of student caseload.

1. Not at all       3     3 %
2. Limited       19   18 %
3. Moderate       24   23 %
4. Often       38   36 %
5. Always       16   15 %
6. Not applicable       6     6 %
Total Responses:   106
Mean: 3.45     Standard Deviation: 1.07

21. Supports students through generalization and maintenance of acquired skills in collaboration.

1. Not at all       1     1 %
2. Limited       9     8 %
3. Moderate       18   17 %
4. Often       48   45 %
5. Always       28   26 %
6. Not applicable       3     3 %
Total Responses:   106
Mean: 4.06     Standard Deviation: 0.86

22. Interprets data from district assessments to determine student needs within the context of collaborative teams.

1. Not at all       1     1 %
2. Limited       9     8 %
3. Moderate       18   17 %
4. Often       48   45 %
5. Always       28   26 %
6. Not applicable       2     2 %
Total Responses:   106
Mean: 3.89     Standard Deviation: 0.93
23. Selects strategies to increase student achievement based on analysis of student needs within the context of collaborative teams.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Limited</td>
<td>8</td>
<td>8%</td>
</tr>
<tr>
<td>Moderate</td>
<td>16</td>
<td>15%</td>
</tr>
<tr>
<td>Often</td>
<td>46</td>
<td>43%</td>
</tr>
<tr>
<td>Always</td>
<td>33</td>
<td>31%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Total Responses: 106</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean: 3.98  Standard Deviation: 0.93</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

24. Integrates technology into the learning environment.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>Limited</td>
<td>18</td>
<td>17%</td>
</tr>
<tr>
<td>Moderate</td>
<td>29</td>
<td>28%</td>
</tr>
<tr>
<td>Often</td>
<td>45</td>
<td>43%</td>
</tr>
<tr>
<td>Always</td>
<td>8</td>
<td>8%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Total Responses: 105</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean: 3.36  Standard Deviation: 0.96</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

25. Provides and evaluates instruction for student achievement within the context of collaborative teams.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Limited</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Moderate</td>
<td>26</td>
<td>25%</td>
</tr>
<tr>
<td>Often</td>
<td>41</td>
<td>39%</td>
</tr>
<tr>
<td>Always</td>
<td>32</td>
<td>30%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td>Total Responses: 106</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean: 3.99  Standard Deviation: 0.86</td>
<td></td>
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</tr>
</tbody>
</table>

26. Plan lessons that reflect cultural and ethnic diversity.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Limited</td>
<td>11</td>
<td>10%</td>
</tr>
<tr>
<td>Moderate</td>
<td>37</td>
<td>35%</td>
</tr>
<tr>
<td>Often</td>
<td>34</td>
<td>32%</td>
</tr>
<tr>
<td>Always</td>
<td>17</td>
<td>16%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Total Responses: 105</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean: 3.55  Standard Deviation: 0.94</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
27. Independently pursues additional knowledge and skills to enhance instructional practices.

1. Not at all       2     2 %
2. Limited       5     5 %
3. Moderate     20   20 %
4. Often     43   43 %
5. Always     28   28 %
6. Not applicable       0     0 %
Total Responses: 102
Mean: 3.84     Standard Deviation: 0.99

28. Demonstrates expertise in effective practices and collaboratively shares instructional practices and data with colleagues to improve own instruction

1. Not at all       2     2 %
2. Limited       9     9 %
3. Moderate     20   20 %
4. Often     43   43 %
5. Always     28   28 %
6. Not applicable       0     0 %
Total Responses: 106
Mean: 3.89     Standard Deviation: 0.93

29. Develops innovative strategies and instruction to meet the needs of students.

1. Not at all       2     2 %
2. Limited       9     9 %
3. Moderate     20   20 %
4. Often     43   43 %
5. Always     28   28 %
6. Not applicable       0     0 %
Total Responses: 103
Mean: 3.9     Standard Deviation: 1.02

30. Evaluates and changes own practices based on student data.

1. Not at all       2     2 %
2. Limited       8     8 %
3. Moderate     22   22 %
4. Often     35   35 %
5. Always     34   34 %
6. Not applicable       2     2 %
Total Responses: 103
Mean: 3.9     Standard Deviation: 1.02
31. Identifies the components of balanced literacy.

Total Responses: 107
Mean: 3.95    Standard Deviation: 0.94

32. Ensures student schedules reflect all of the components of balanced literacy.

Total Responses: 107
Mean: 3.83    Standard Deviation: 0.95

33. Assesses student abilities and selects research based strategies to meet specific student needs and interests.

Total Responses: 106
Mean: 3.83    Standard Deviation: 0.96

34. Differentiates instruction to meet the needs of students in a variety of collaborative settings.

Total Responses: 107
Mean: 4.1     Standard Deviation: 1.03
35. Develops effective student data keeping systems.

<table>
<thead>
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<th>Frequency</th>
<th>Scale</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Not at all</td>
<td>0 %</td>
</tr>
<tr>
<td>2</td>
<td>Limited</td>
<td>8 %</td>
</tr>
<tr>
<td>3</td>
<td>Moderate</td>
<td>24 %</td>
</tr>
<tr>
<td>4</td>
<td>Often</td>
<td>29 %</td>
</tr>
<tr>
<td>5</td>
<td>Always</td>
<td>44 %</td>
</tr>
<tr>
<td>6</td>
<td>Not applicable</td>
<td>1 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>106</td>
</tr>
<tr>
<td>Mean</td>
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</tr>
<tr>
<td>Standard Deviation</td>
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</table>

36. Collaboratively analyzes student performance.

<table>
<thead>
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<th>Scale</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not at all</td>
<td>1 %</td>
</tr>
<tr>
<td>2</td>
<td>Limited</td>
<td>7 %</td>
</tr>
<tr>
<td>3</td>
<td>Moderate</td>
<td>18 %</td>
</tr>
<tr>
<td>4</td>
<td>Often</td>
<td>38 %</td>
</tr>
<tr>
<td>5</td>
<td>Always</td>
<td>40 %</td>
</tr>
<tr>
<td>6</td>
<td>Not applicable</td>
<td>2 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>106</td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td>4.05</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.96</td>
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</tbody>
</table>

37. Studies best practices and implements research based strategies to improve student achievement.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Scale</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Not at all</td>
<td>2 %</td>
</tr>
<tr>
<td>2</td>
<td>Limited</td>
<td>7 %</td>
</tr>
<tr>
<td>3</td>
<td>Moderate</td>
<td>29 %</td>
</tr>
<tr>
<td>4</td>
<td>Often</td>
<td>34 %</td>
</tr>
<tr>
<td>5</td>
<td>Always</td>
<td>29 %</td>
</tr>
<tr>
<td>6</td>
<td>Not applicable</td>
<td>5 %</td>
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<td></td>
<td>3.8</td>
</tr>
<tr>
<td>Standard Deviation</td>
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</tbody>
</table>

38. Examines current teaching practices to support district goals.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Scale</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not at all</td>
<td>1 %</td>
</tr>
<tr>
<td>2</td>
<td>Limited</td>
<td>10 %</td>
</tr>
<tr>
<td>3</td>
<td>Moderate</td>
<td>29 %</td>
</tr>
<tr>
<td>4</td>
<td>Often</td>
<td>40 %</td>
</tr>
<tr>
<td>5</td>
<td>Always</td>
<td>24 %</td>
</tr>
<tr>
<td>6</td>
<td>Not applicable</td>
<td>1 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>105</td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td>3.73</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.96</td>
<td></td>
</tr>
</tbody>
</table>
39. Engages in collaborative planning and reflection throughout all instructional areas including assessment, intervention and evaluation.

1. Not at all 2 2%
2. Limited 8 8%
3. Moderate 20 19%
4. Often 38 36%
5. Always 35 33%
6. Not applicable 2 2%
Total Responses: 105
Mean: 3.93 Standard Deviation: 1.01

40. Participates in reflective practices aimed at implementing effective practices in the educational setting.

1. Not at all 3 3%
2. Limited 9 8%
3. Moderate 19 18%
4. Often 37 35%
5. Always 34 32%
6. Not applicable 4 4%
Total Responses: 106
Mean: 3.88 Standard Deviation: 1.07

41. Provides leadership in collaborative projects with partner district to improve student performance.

1. Not at all 2 2%
2. Limited 10 9%
3. Moderate 22 21%
4. Often 40 38%
5. Always 30 28%
6. Not applicable 0 0%
Total Responses: 106
Mean: 3.83 Standard Deviation: 1.02

42. Shares collaborative work with colleagues to solicit reflective feedback and professional growth.

1. Not at all 3 3%
2. Limited 10 9%
3. Moderate 21 20%
4. Often 41 38%
5. Always 32 30%
6. Not applicable 0 0%
Total Responses: 107
Mean: 3.83 Standard Deviation: 1.05
43. Offers support to new staff in the acquisition of needed skills through a variety of collaborative efforts including mentoring, coaching and modeling.

1. Not at all       4     4 %
2. Limited       8     7 %
3. Moderate     17   16 %
4. Often     39   36 %
5. Always     36   34 %
6. Not applicable       3     3 %
Total Responses:   107
Mean: 3.91     Standard Deviation: 1.08
## LD AC Support Used and Needs

<table>
<thead>
<tr>
<th>LD AC Supports Used</th>
<th>Supports Used</th>
<th>Count</th>
<th>Total Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Support</td>
<td>AC in regions staff development</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Accommodations</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership in program organization &amp; Design</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide staff with data collection, effective</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TA support in general ed. settings.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Team meetings</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Staff Development</td>
<td>General education</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Influential instruction</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional development focused on specific needs, i.e., LD, transition needs</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Elem-Middle-H.S.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provision of teacher supports &amp; resources</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff Dev. Dept.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff development (Balanced literacy, KU Strategies, etc.)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Diagnostic Support</td>
<td>Access to EPS</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Materials Support</td>
<td>Adapted materials</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Adapted texts</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aerobics</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Books on tape</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Calculators and color coding equation on (white board)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modified Textbooks</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Remedial supplies</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Smart Board, If available and overheads</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Smart boards if available</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Taped materials</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Textbooks, materials</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Curriculum</td>
<td>Alternative curriculums</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Anita Archer study skills curriculum</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CWC Model</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Edmark - Resources</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literacy materials (SPIRE, Jerry Johns assessments, etc.)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spire</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spire Reading Program</td>
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<tr>
<td></td>
<td>Spire Training Resources</td>
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<tr>
<td></td>
<td>SRA Reading Program</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Study skills curriculum (Study skills/self-advocacy/transition)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Training in local district curriculum</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Learning Strategies</td>
<td>Input as IMP design &amp; adaptations/modifications</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Lot of different types of strategies</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAP strategies</td>
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</tr>
</tbody>
</table>

1/14/2005
## LD AC Support Used and Needs

Provide technical support with adaptations and modifications. 1  
Teaching learning strategies through resource. 1  
Visual strategies - Welsig 1  

### Assistive Technology Support

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>Assistive Tech</td>
<td>6</td>
</tr>
<tr>
<td>Technology - Asst. Tech, blended with Direct instruction</td>
<td>1</td>
</tr>
<tr>
<td>Technology, assistive software</td>
<td>1</td>
</tr>
</tbody>
</table>

### Collaborative Teaming

<table>
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<tr>
<th>Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative teaching</td>
<td>15</td>
</tr>
<tr>
<td>Collaborative teaching between General Ed. &amp; Special Ed.</td>
<td>1</td>
</tr>
<tr>
<td>CWC, Push in collaborative teaching</td>
<td>1</td>
</tr>
<tr>
<td>Direct support w/students</td>
<td>1</td>
</tr>
<tr>
<td>Fellow teachers</td>
<td>1</td>
</tr>
<tr>
<td>Gen Ed teachers to meet, plan and problem solve</td>
<td>1</td>
</tr>
<tr>
<td>Last year and previous years ET/TI that address</td>
<td></td>
</tr>
<tr>
<td>systemantic instruction and peer coaching</td>
<td>1</td>
</tr>
<tr>
<td>Most teams have common plan time</td>
<td>1</td>
</tr>
<tr>
<td>Parallel classes</td>
<td>1</td>
</tr>
<tr>
<td>Scheduled &quot;Team Time&quot; for Sp Ed &amp; Gen Ed</td>
<td>1</td>
</tr>
<tr>
<td>Small groupings w/Classes to teach strategies</td>
<td>1</td>
</tr>
<tr>
<td>Staff meetings and sharing of ideas, writing tests, staffing, etc.</td>
<td>1</td>
</tr>
<tr>
<td>Teacher leaders who problem solve w/teams</td>
<td>2</td>
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<tr>
<td>Teaching strategies (How, LINKS, etc.)</td>
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### Computer Technology Support

<table>
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<tr>
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<tr>
<td>Access to computers or word processors</td>
<td>12</td>
</tr>
<tr>
<td>Computer programs</td>
<td>1</td>
</tr>
<tr>
<td>Computer Software</td>
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<td>CT Classes</td>
<td>1</td>
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<td>Internet</td>
<td>1</td>
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<tr>
<td>Internet - L.D.A., all kinds of minds</td>
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<tr>
<td>LD Companion Resources</td>
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<td>Technology</td>
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### EPS Staff Support

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<tr>
<td>Effective practice specialists</td>
<td>5</td>
</tr>
<tr>
<td>Effective practice training - Thoughtful teaching (Universals)</td>
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<tr>
<td>EPS staff</td>
<td>3</td>
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### Inclusion Facilitators Support

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<tr>
<td>Facilitators</td>
<td>5</td>
</tr>
<tr>
<td>Facilitators input</td>
<td>1</td>
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<td>LIRE Facilitators</td>
<td>1</td>
</tr>
<tr>
<td>PBS Building, Behavior/LIRE Facilitator</td>
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<tr>
<td>The behavior facilitators have assisted in management of behavior of students, which in turn allowed for better instruction.</td>
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## LD AC Support Used and Needs

<table>
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<th>Continuing Education</th>
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<tbody>
<tr>
<td>KU Learning Strategies</td>
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<tr>
<td>In-service dealing with learning strategies have been a great help</td>
<td>2</td>
</tr>
<tr>
<td>Learning strategies supports from staff</td>
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</tr>
<tr>
<td>Literacy training</td>
<td>1</td>
</tr>
<tr>
<td>Staff teaching IEP classes as well as CWC Strategies courses</td>
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</tr>
<tr>
<td>Team taught classes (Proxy. 50 sections) courses</td>
<td>1</td>
</tr>
<tr>
<td>Thoughtful Teaching</td>
<td>1</td>
</tr>
<tr>
<td>Thoughtful Teaching workshops for staff</td>
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<tr>
<td>Training for KU Strategies</td>
<td>1</td>
</tr>
<tr>
<td>Training in differentiated instruction</td>
<td>1</td>
</tr>
<tr>
<td>Workshops - Differentiated Instruction (DI)</td>
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</tr>
<tr>
<td>Workshops and inservices for staff</td>
<td>1</td>
</tr>
<tr>
<td>Participation in partner district professional development</td>
<td>4</td>
</tr>
<tr>
<td>Partner District Support</td>
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</tr>
<tr>
<td>Partner Dist SSD Professional Dev Training</td>
<td>1</td>
</tr>
<tr>
<td>Partner district supplied academic curriculum guides</td>
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<td>Partner district supplied academic verification sheets</td>
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</table>

1/14/2005
## LD AC Support Used and Needs

<table>
<thead>
<tr>
<th>LD AC Support Needs</th>
<th>Support Needs</th>
<th>Count</th>
<th>Total Count</th>
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<tbody>
<tr>
<td><strong>Administrative Support</strong></td>
<td>Additional funds to purchase literacy materials</td>
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<td>14</td>
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<tr>
<td></td>
<td>to support component district models.</td>
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</tr>
<tr>
<td></td>
<td>Better. ET/TAT than provided FY 04/05</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Easy to administer reading and math</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Effective Practice Specialist</td>
<td>1</td>
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<tr>
<td></td>
<td>Literacy coaches</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>More access to strategies training</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>More budget for curriculum resources</td>
<td>1</td>
<td></td>
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<tr>
<td></td>
<td>More flexibility with regard to use of PAC days. Currently MS Sp Educators in</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PKWY have 4 days but AC may only use 1</td>
<td></td>
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<tr>
<td></td>
<td>More support to integrate technology with curriculum</td>
<td>1</td>
<td></td>
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<tr>
<td></td>
<td>More tests for diagnosticians to use with young non-verbal children.</td>
<td>1</td>
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<tr>
<td></td>
<td>Quality samples of functional assessments and behavior plans.</td>
<td>2</td>
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<td></td>
<td>Reading Strategies Specialists</td>
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<tr>
<td></td>
<td>Smaller class sizes</td>
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<td></td>
<td>Access to curriculum development staff to come out to LEA for training. They</td>
<td>1</td>
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<tr>
<td></td>
<td>are usually not accessible.</td>
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<tr>
<td><strong>Staff Development</strong></td>
<td>Additional training during staff development time</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continued in-service for staff and follow up observations dealing with literacy,</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>quality instruction, and behavior</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Current research regarding techniques for teaching skills to students with</td>
<td>1</td>
<td></td>
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<tr>
<td></td>
<td>learning disabilities.</td>
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<td></td>
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<tr>
<td></td>
<td>General ED participation in professional development</td>
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<td></td>
<td>More job embedded staff development</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Ongoing staff development in communication</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Realistic means to staff ongoing development for effective practices.</td>
<td>1</td>
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</tr>
<tr>
<td></td>
<td>Staff development dates should be put aside at the beginning of the school</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>year so people are available to admin.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff development for teachers in area of strategies (Reading, organization,</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>graphic organizers, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff development options in more academic areas</td>
<td>1</td>
<td></td>
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<tr>
<td><strong>Collaborative Teaming</strong></td>
<td>Assistance with motivation of adolescents that have given up and refuse to</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>do work.</td>
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<td></td>
</tr>
</tbody>
</table>
# LD AC Support Used and Needs

Collaborative plan time & Gen. Ed. Grade levels  
1
How to balance balanced literacy while providing remediation when needed  
1
Modifications/Adaptations/Differentiation  
1
More instruction for students who also have Observations  
1
One day per semester for each team to plan  
1
Support for general ed. in adapting/modifying  
2
Support from general education  
1

## Computer Technology Support

<table>
<thead>
<tr>
<th>Access to more technology in the classroom</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Additional software</td>
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</tr>
<tr>
<td>Greater access to technology (hardware)</td>
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</tr>
<tr>
<td>Hardware to infuse technology</td>
<td>1</td>
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<tr>
<td>More access to technology</td>
<td>1</td>
</tr>
<tr>
<td>More computers</td>
<td>1</td>
</tr>
<tr>
<td>More computers in regular classrooms &amp; Spec Ed settings</td>
<td>1</td>
</tr>
<tr>
<td>More computers with internet access</td>
<td>1</td>
</tr>
<tr>
<td>More technology support/software</td>
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<tr>
<td>More use of the technology available (staff lagging)</td>
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## Materials Resources

<table>
<thead>
<tr>
<th>Book on tape</th>
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<tbody>
<tr>
<td>Budget for books on tape (or CD-ROM)</td>
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<tr>
<td>&quot;Additional&quot;</td>
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<tr>
<td>Larger budget for instructional materials</td>
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<td>Manuals</td>
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<td>Materials for use with low functioning students that are age appropriate.</td>
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<tr>
<td>More alternative materials, textbooks.</td>
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<td>More individual white boards</td>
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<tr>
<td>Planners</td>
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<td>Supplemental materials</td>
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## Learning Strategies

<table>
<thead>
<tr>
<th>Create more learning strategy classes</th>
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<tbody>
<tr>
<td>Differentiated instruction</td>
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<tr>
<td>Ku Strategies Training</td>
<td>1</td>
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<tr>
<td>Math and literacy strategies to use while in a collaborative teaching model</td>
<td>1</td>
</tr>
<tr>
<td>More strategies training for my staff</td>
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## Curriculum

<table>
<thead>
<tr>
<th>Curriculums in reading</th>
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</thead>
<tbody>
<tr>
<td>District curriculum</td>
<td>1</td>
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</tbody>
</table>

1/14/2005
## LD AC Support Used and Needs

Samples of lesson plans that contain everything but don't require so much time to write. 1
Teacher guides/texts to support general ed. curriculum. 1

### Continuing Education
- More instruction on the parts and process of balanced literacy 1 6
- More training in emotional disturbance - students with autism 1
- More training on DI 1
- More training on literacy instruction, especially 1
- Training for general ed. Staff 1
- Training on self-advocacy 1

### Assistive Technology Support
- More information on assistive technology 1

### Equity
- Staff - specifically to do additional CWC's to ensure generalization. 1

### Partner District Support
- More flexibility with regard to scheduling student's days (MS Schedules are elective driven in Parkway) 1 3
- More input on specialized instruction on/with partner district curriculum 1
- Rockwood Staff Development Dept and Principals Building 1

### Time Resource
- More time on PAC 1 4
- More time to work directly with staff 1
- Time for staff to collaborate 1
- Truly more time to plan w/CT teachers 1

### Other
- Refreshable 1

1/14/2005
The purpose of this survey is to assist Special School District in planning and considering school improvement processes over the next few years. Please take 5 to 10 minutes to complete this 3-page survey. Your input is very important to the planning of the district. Instructions: Please darken the circle that best describes what you think or how you feel about the 2003-2004 school year of Special School District. If the statement is not applicable to you, please darken the "NA" circle.

For All Parents

Response Definition: SD=Strongly Disagree   D=Disagree   N=Moderate   A=Agree   SA=Strongly Agree   NA=Not applicable/Do not know

1. I am informed about my child's progress by his/her special education teacher. ........................................
2. I know what my child's special education teacher expects of my child....................................................
3. The special education teachers show respect for my child....................................................................
4. Students show respect for other students.................................................................................................
5. The special education teacher meets the social needs of my child...........................................................
6. The special education teacher meets the academic needs of my child....................................................
7. The special education teacher expects quality work of my child............................................................
8. I know how well my child is progressing in special education classes and in school............................
9. I am welcome to discuss my child's special educational needs with the special education staff............
10. I respect the school's special education teachers. ....................................................................................
11. There is a lot of teamwork between special education and general education staff...........................
12. Overall, the school meets the needs of my child. ...................................................................................
13. Special School District succeeds at preparing children for future work............................................... 
14. Special School District has a good public image.....................................................................................
15. The special education teacher helps me to help my child learn at home................................................
16. I support my child's learning at home.......................................................................................... .........
17. I feel welcome at my child's special education school. ...........................................................................
18. My child is safe at the special education school....................................................................................
19. My child is safe going to and from the special education school..........................................................
20. There is adequate supervision during school.........................................................................................
21. The special education school meets the social needs of my child..........................................................
22. The special education school meets the academic needs of my child....................................................
23. The special education school expects quality work of my child............................................................
24. The special education school has an excellent learning environment....................................................
25. I like the school's report cards/progress reports...................................................................................
26. I respect the school's principal................................................................................................................

For Parents with Children in Special Education Schools Only (i.e., Ackerman, Litzsinger, Neuwoehner, Northview, Southview, Bridges)

Response Definition: SD=Strongly Disagree   D=Disagree   N=Neutral   A=Agree   SA=Strongly Agree   NA=Not applicable/Do not know

17. I feel welcome at my child's special education school. ...........................................................................
18. My child is safe at the special education school....................................................................................
19. My child is safe going to and from the special education school..........................................................
20. There is adequate supervision during school.........................................................................................
21. The special education school meets the social needs of my child..........................................................
22. The special education school meets the academic needs of my child....................................................
23. The special education school expects quality work of my child............................................................
24. The special education school has an excellent learning environment....................................................
25. I like the school's report cards/progress reports...................................................................................
26. I respect the school's principal................................................................................................................

Please See Other Side
Special School District Climate Survey May 2004--
Parent Survey

Response Definition: SD=Strongly Disagree  D=Disagree  N=Neutral  A=Agree  SA=Strongly Agree  NA=Not applicable/Do not

27. Overall, I am satisfied with Special School District Special Education School........................................  ○ ○ ○ ○ ○ ○

Demographic Information

28. Child(ren)'s grade(s):
○ Kindergarten or younger  ○ 1st grade  ○ 2nd grade
○ 3rd grade  ○ 4th grade  ○ 5th grade
○ 6th grade  ○ 7th grade  ○ 8th grade
○ 9th grade  ○ 10th grade  ○ 11th grade
○ 12th grade  ○ Multiple-grade  ○ Other

My child has special education services
○ less than 60% of a school day  ○ equal to or more than 60% of a school day

My child has been receiving services from Special School District for
○ less than 1 year  ○ 1 to 2 years  ○ 3 to 4 years  ○ 5 to 6 years
○ 7 to 8 years  ○ more than 8 years

My ethnic background
○ African-American  ○ American Indian  ○ Asian  ○ Caucasian
○ Hispanic/Latino  ○ Other

My child's primary educational disability is
○ Autism  ○ Emotional Disturbance
○ Hearing Impairment and Deafness  ○ Mental Retardation
○ Multiple Disabilities  ○ Other Health Impairments
○ Learning Disabilities  ○ Speech/Language Impairment
○ Other, (please list____________________)

My child's home school district is
○ Affton  ○ Bayless
○ Brentwood  ○ Clayton
○ Ferguson-Florissant  ○ Hancock Place
○ Hazelwood  ○ Jennings
○ Kirkwood  ○ Ladue
○ Lindbergh  ○ Maplewood Richmond Heights
○ Mehlville  ○ Normandy
○ Parkway  ○ Pattonville
○ Ritenour  ○ Riverview Gardens
○ Rockwood  ○ University City
○ Valley Park  ○ Webster Groves
○ Wellston  ○ Special Education School
○ Technical Education School  ○ Career Training Program

Please See Other Side
Page 2
34. What do you think Special School District should **continue** to do?

35. What do you think Special School District should **stop** doing?

36. What do you think Special School District should **start** doing?

If you have any questions about this survey, please contact Dr. Chialin Hsieh at 314.989.8523 or email to chsieh@ssd.k12.mo.us. Please return the survey by June 4, 2004 in the enclosed self-addressed return envelope to Dr. Chialin Hsieh, Program Evaluation, Special School District, 12110 Clayton Road, Town & Country, MO 63131.
1. I am informed about my child’s progress by his/her special education teacher.

1. Strongly Disagree 2  4%
2. Disagree 0  0%
3. Moderate 7  15%
4. Agree 21  44%
5. Strongly Agree 18  38%
6. Not applicable/Do not know 0  0%
Total Responses: 48
Mean: 4.1  Standard Deviation: 0.95

2. I know what my child’s special education teacher expects of my child.

1. Strongly Disagree 2  4%
2. Disagree 1  2%
3. Neutral 7  15%
4. Agree 21  44%
5. Strongly Agree 17  35%
6. Not applicable/Do not know 0  0%
Total Responses: 48
Mean: 4.04  Standard Deviation: 0.99

3. The special education teachers show respect for my child.

1. Strongly Disagree 0  0%
2. Disagree 1  2%
3. Moderate 12  25%
4. Agree 17  35%
5. Strongly Agree 25  52%
6. Not applicable/Do not know 1  2%
Total Responses: 48
Mean: 3.98  Standard Deviation: 0.83

4. Students show respect for other students.

1. Strongly Disagree 0  0%
2. Disagree 1  2%
3. Neutral 12  25%
4. Agree 17  35%
5. Strongly Agree 13  27%
6. Not applicable/Do not know 5  10%
Total Responses: 48
Mean: 3.98  Standard Deviation: 0.83
5. The special education teacher meets the social needs of my child.

1. Strongly Disagree       1     2 %
2. Disagree       0     0 %
3. Neutral       6   12 %
4. Agree     21   44 %
5. Strongly Agree     14   29 %
6. Not applicable/Do not know       6   12 %
Total Responses:     48
Mean: 4.12     Standard Deviation: 0.83

6. The special education teacher meets the academic needs of my child.

1. Strongly Disagree       0     0 %
2. Disagree       3     6 %
3. Neutral       5   10 %
4. Agree     22   46 %
5. Strongly Agree     16   33 %
6. Not applicable/Do not know       2     4 %
Total Responses:     48
Mean: 4.11     Standard Deviation: 0.85

7. The special education teacher expects quality work of my child.

1. Strongly Disagree       1     2 %
2. Disagree       2     4 %
3. Neutral     10   21 %
4. Agree     16   33 %
5. Strongly Agree     18   38 %
6. Not applicable/Do not know       1     2 %
Total Responses:     48
Mean: 4.02     Standard Deviation: 0.99

8. I know how well my child is progressing in special education classes and in school.

1. Strongly Disagree       1     2 %
2. Disagree       2     4 %
3. Neutral       10   21 %
4. Agree     16   33 %
5. Strongly Agree     18   38 %
6. Not applicable/Do not know       1     2 %
Total Responses:     48
Mean: 4.02     Standard Deviation: 0.99

SSD District Climate PARENT SpEd 5/04
9. I am welcome to discuss my child's special educational needs with the special education staff.

1. Strongly Disagree 0 0%
2. Disagree 0 0%
3. Neutral 6 12%
4. Agree 15 31%
5. Strongly Agree 26 54%
6. Not applicable/Do not know 1 2%
Total Responses: 48
Mean: 4.43 Standard Deviation: 0.71

10. I respect the school's special education teachers.

1. Strongly Disagree 1 2%
2. Disagree 2 4%
3. Neutral 4 8%
4. Agree 19 40%
5. Strongly Agree 25 52%
6. Not applicable/Do not know 0 0%
Total Responses: 48
Mean: 4.44 Standard Deviation: 0.65

11. There is a lot of teamwork between special education and general education staff.

1. Strongly Disagree 1 2%
2. Disagree 2 4%
3. Neutral 4 8%
4. Agree 21 44%
5. Strongly Agree 17 35%
6. Not applicable/Do not know 2 4%
Total Responses: 48
Mean: 4.11 Standard Deviation: 0.92

12. Overall, the school meets the needs of my child.

1. Strongly Disagree 1 2%
2. Disagree 3 6%
3. Moderate 4 8%
4. Agree 21 44%
5. Strongly Agree 19 40%
6. Not applicable/Do not know 0 0%
Total Responses: 48
Mean: 4.12 Standard Deviation: 0.96

1. Strongly Disagree 1 2%
2. Disagree 2 4%
3. Moderate 8 17%
4. Agree 17 35%
5. Strongly Agree 18 38%
6. Not applicable/Do not know 2 4%
Total Responses: 48
Mean: 4.07 Standard Deviation: 0.98

14. Special School District has a good public image.

1. Strongly Disagree 2 4%
2. Disagree 4 9%
3. Moderate 14 30%
4. Agree 17 36%
5. Strongly Agree 7 15%
6. Not applicable/Do not know 3 6%
Total Responses: 48
Mean: 3.8 Standard Deviation: 1.07

15. The special education teacher helps me to help my child learn at home.

1. Strongly Disagree 2 4%
2. Disagree 0 0%
3. Neutral 1 2%
4. Agree 17 36%
5. Strongly Agree 28 60%
6. Not applicable/Do not know 0 0%
Total Responses: 47
Mean: 4.51 Standard Deviation: 0.75

16. I support my child's learning at home.

1. Strongly Disagree 1 2%
2. Disagree 0 0%
3. Neutral 1 2%
4. Agree 17 36%
5. Strongly Agree 28 60%
6. Not applicable/Do not know 0 0%
Total Responses: 47
Mean: 4.51 Standard Deviation: 0.75
17. I feel welcome at my child's special education school.

1. Strongly Disagree 0 0%
2. Disagree 0 0%
3. Neutral 1 6%
4. Agree 7 44%
5. Strongly Agree 4 25%
6. Not applicable/Do not know 4 25%
Total Responses: 16
Mean: 4.25  Standard Deviation: 0.62

18. My child is safe at the special education school.

1. Strongly Disagree 0 0%
2. Disagree 0 0%
3. Neutral 0 0%
4. Agree 6 40%
5. Strongly Agree 4 27%
6. Not applicable/Do not know 5 33%
Total Responses: 15
Mean: 4.4  Standard Deviation: 0.52

19. My child is safe going to and from the special education school.

1. Strongly Disagree 0 0%
2. Disagree 0 0%
3. Neutral 0 0%
4. Agree 5 33%
5. Strongly Agree 3 23%
6. Not applicable/Do not know 6 40%
Total Responses: 15
Mean: 4.44  Standard Deviation: 0.53

20. There is adequate supervision during school.

1. Strongly Disagree 0 0%
2. Disagree 0 0%
3. Neutral 0 0%
4. Agree 5 38%
5. Strongly Agree 3 23%
6. Not applicable/Do not know 5 38%
Total Responses: 13
Mean: 4.38  Standard Deviation: 0.52
21. The special education school meets the social needs of my child.

1. Strongly Disagree 0 0%
2. Disagree 0 0%
3. Neutral 1 8%
4. Agree 6 46%
5. Strongly Agree 1 8%
6. Not applicable/Do not know 5 38%
Total Responses: 13
Mean: 4 Standard Deviation: 0.53

22. The special education school meets the academic needs of my child.

1. Strongly Disagree 0 0%
2. Disagree 0 0%
3. Neutral 2 15%
4. Agree 4 31%
5. Strongly Agree 2 15%
6. Not applicable/Do not know 5 38%
Total Responses: 13
Mean: 4.12 Standard Deviation: 0.64

23. The special education school expects quality work of my child.

1. Strongly Disagree 0 0%
2. Disagree 0 0%
3. Neutral 1 8%
4. Agree 4 31%
5. Strongly Agree 2 15%
6. Not applicable/Do not know 6 46%
Total Responses: 13
Mean: 4.14 Standard Deviation: 0.76

24. The special education school has an excellent learning environment.

1. Strongly Disagree 0 0%
2. Disagree 0 0%
3. Neutral 1 8%
4. Agree 4 31%
5. Strongly Agree 2 15%
6. Not applicable/Do not know 6 46%
Total Responses: 13
Mean: 4.14 Standard Deviation: 0.69
25. I like the school's report cards/progress reports.

1. Strongly Disagree 0 0 %
2. Disagree 0 0 %
3. Moderate 3 23 %
4. Agree 5 38 %
5. Strongly Agree 0 0 %
6. Not applicable/Do not know 5 38 %
Total Responses: 13
Mean: 3.62  Standard Deviation: 0.52

26. I respect the school's principal.

1. Strongly Disagree 1 2 %
2. Disagree 0 0 %
3. Neutral 3 6 %
4. Agree 15 31 %
5. Strongly Agree 14 29 %
6. Not applicable/Do not know 15 31 %
Total Responses: 48
Mean: 4.24  Standard Deviation: 0.87

27. Overall, I am satisfied with Special School District Special Education School.

1. Strongly Disagree 1 2 %
2. Disagree 0 0 %
3. Neutral 3 6 %
4. Agree 15 31 %
5. Strongly Agree 14 29 %
6. Not applicable/Do not know 15 31 %
Total Responses: 48
Mean: 4.24  Standard Deviation: 0.87
28. Child(ren)'s grade(s):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Count</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Kindergarten or younger</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>1st grade</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>2nd grade</td>
<td>4</td>
<td>8%</td>
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<td>3rd grade</td>
<td>6</td>
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<tr>
<td>4th grade</td>
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<td>17%</td>
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<td>19%</td>
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<td>6th grade</td>
<td>4</td>
<td>8%</td>
</tr>
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<td>7th grade</td>
<td>5</td>
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<tr>
<td>Other</td>
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Total Responses: 48

29. My child has special education services

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1</td>
<td>less than 60% of a school day</td>
</tr>
<tr>
<td>2</td>
<td>equal to or more than 60%...</td>
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Total Responses: 44

30. My child has been receiving services from Special School District for

<table>
<thead>
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<th>Frequency</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1</td>
<td>less than 1 year</td>
</tr>
<tr>
<td>2</td>
<td>1 to 2 years</td>
</tr>
<tr>
<td>3</td>
<td>3 to 4 years</td>
</tr>
<tr>
<td>4</td>
<td>5 to 6 years</td>
</tr>
<tr>
<td>5</td>
<td>7 to 8 years</td>
</tr>
<tr>
<td>6</td>
<td>more than 8 years</td>
</tr>
</tbody>
</table>

Total Responses: 47
31. My ethnic background

1. African-American  11  23%
2. American Indian  0  0%
3. Asian  2  4%
4. Caucasian  34  72%
5. Hispanic/Latino  1  2%
6. Other  1  2%
Total Responses: 47

32. My child's primary educational disability is

1. Autism  0  0%
2. Emotional Disturbance  0  0%
3. Hearing Impairment and...  0  0%
4. Mental Retardation  0  0%
5. Multiple Disabilities  0  0%
6. Other Health Impairments  0  0%
7. Learning Disabilities  48  100%
8. Speech/Language Impairment  0  0%
9. Other, (please)...  0  0%
Total Responses: 48

33. My child's home school district is

1. Affton  1  2% 14 Normandy  0  0%
2. Bayless  3  6% 15 Parkway  8  17%
3. Brentwood  0  0% 16 Pattonville  1  2%
4. Clayton  1  2% 17 Ritenour  0  0%
5. Ferguson-Florissant  1  2% 18 Riverview Gardens  3  6%
6. Hancock Place  1  2% 19 Rockwood  8  17%
7. Hazelwood  6  12% 20 University City  2  4%
8. Jennings  1  2% 21 Valley Park  1  2%
9. Kirkwood  1  2% 22 Webster Groves  1  2%
10. Ladue  2  4% 23 Wellston  0  0%
11. Lindbergh  0  0% 24 Special Education School  0  0%
12. Maplewood Richmond Heights  0  0% 25 Technical Education School  1  2%
13. Mehlville  6  12% 26 Career Training Program  0  0%
Total Responses: 48
The purpose of this survey is to evaluate parent's satisfaction on Special School District special education and technical education. Please take a few moments to complete the following survey on both sides and return it in the enclosed envelope to Dr. Chialin Hsieh, Program Evaluation, Special School District, 12110 Clayton Road, Town & Country, MO 63131 by December 10, 2004. If you have any questions or concerns about this survey, please feel free to contact, Dr. Chialin Hsieh, at (314)989-8523 or chsieh@ssd.k12.mo.us. Please darken the circle that best represents your opinion. If the statement is not relevant to your situation, please darken "Not applicable/Do not know."

### Student Achievement

<table>
<thead>
<tr>
<th>Response Definition: SD=Strongly Disagree</th>
<th>D=Disagree</th>
<th>M=Moderate</th>
<th>A=Agree</th>
<th>SA=Strongly Agree</th>
<th>NA=Not applicable/Do not know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I believe my child's achievement has increased through the use of computers.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>2. I believe my child's achievement has increased through the use of varied technologies</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>3. I believe my child's achievement has increased through my involvement as a parent.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>4. I believe my child's achievement has increased through my having better understanding of the special education process.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>5. I believe my child's achievement has increased through the use of more effective instruction in content areas such as math, language arts, science, etc.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>6. I believe my child's achievement has increased through instruction in social skills.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>7. I believe my child's achievement has increased through my better understanding of discipline-specific processes and procedures.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>8. I believe my child's achievement has increased through more instruction in specific learning strategies such as study skills.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>9. I believe my child's achievement has increased through more emphasis on teachers building meaningful relationships with my child.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>10. I believe my child's achievement has increased through teachers having higher standards and expectations for my child performance.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>11. I believe my child's achievement has increased through my support of my child's learning at home.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>12. SSD teachers offer me help in supporting my child's learning at home.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

### Technical Expertise: speech/language pathology, school psychology, OT/PT/APE, social work, technology, facilitator, etc.

<table>
<thead>
<tr>
<th>SD</th>
<th>D</th>
<th>M</th>
<th>A</th>
<th>SA</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. I am aware of resources and supports available through SSD technical expertise such as speech/language pathology, school psychology, OT/PT/APE, social work, technology, facilitator, etc.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>14. I am satisfied with the accessibility to technical expertise provided by SSD.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>15. I am satisfied with the timeliness of technical expertise provided by SSD.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>16. I am satisfied with the personal/consultative skills of technical expertise provided by SSD.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>17. I am satisfied with the recommendations from these professionals.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>18. I am satisfied with the extended support and/or direct services to students from these professionals.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

### Diagnostic Services: school psychology, testing, etc.

<table>
<thead>
<tr>
<th>SD</th>
<th>D</th>
<th>M</th>
<th>A</th>
<th>SA</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. I am satisfied with the availability of consultation with diagnostic staff.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>20. I am aware of the resources and supports available from diagnostic staff.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>21. I am satisfied with the timeliness of the review of existing data conference(s).</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>22. I am satisfied with the timeliness of the re-evaluations.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>23. I am satisfied that testing recommendations are appropriate.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>24. I am satisfied with the information provided by diagnostic staff to parents.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

Please See Other Side
# Satisfaction: Parent Survey

## Coordination of Services

<table>
<thead>
<tr>
<th>Response Definition: SD=Strongly Disagree  D=Disagree  M=Moderate  A=Agree  SA=Strongly Agree  NA=Not applicable/Do not know</th>
<th>SD</th>
<th>D</th>
<th>M</th>
<th>A</th>
<th>SA</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. I am satisfied with the SSD staff and parent communication process.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>26. I am satisfied with case management and responsiveness to my child's needs.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>27. I am satisfied with the general education and special education staff coordination processes in my child's school.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>28. I am satisfied with the involvement of related service providers such as OT, PT, APE, social work in my child's special education program.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

## Responsiveness of Staff/Administration to Questions or Concerns

<table>
<thead>
<tr>
<th>SD</th>
<th>D</th>
<th>M</th>
<th>A</th>
<th>SA</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>29. I am satisfied with the timeliness of SSD staff/administration to my questions and/or concerns.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>30. I am satisfied with the responses of SSD staff/administration to my questions and/or concerns.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>31. I am satisfied with the planning and supports from SSD staff at a previous school to assist with transitioning my child to a new school.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>32. I am satisfied with the transition planning and supports from SSD staff at my child's previous level to assist with transitioning to my child's new level (particularly with emphasis on ECSE to elementary, elementary to middle school, middle school to high school, high school to post-secondary, etc.)</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>33. I am satisfied with the planning and supports for identifying appropriate transition options for students leaving high school.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

## IEP Process (for parents of students receiving special education services)

<table>
<thead>
<tr>
<th>SD</th>
<th>D</th>
<th>M</th>
<th>A</th>
<th>SA</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. I am satisfied with the IEP preparation process such as disseminating appropriate documents to me, general education staff, etc.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>35. I am satisfied with the scheduling of IEP meetings.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>36. I am satisfied with the effective use of time during IEP meetings.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>37. I am satisfied with the communication among all parties including parents, general education staff, and SSD staff on IEP process.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>38. I am satisfied with the facilitation skills of the IEP chairperson.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>39. I am satisfied that IEPs are written based on student's needs.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

## Overall

<table>
<thead>
<tr>
<th>SD</th>
<th>D</th>
<th>M</th>
<th>A</th>
<th>SA</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>40. I am satisfied with the availability of technical expertise.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>41. I am satisfied with the diagnostic services.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>42. I am satisfied with the coordination of services to produce a unified team for students and families.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>43. I am satisfied with the responsiveness of SSD staff and administration to questions and/or concerns...</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>44. I am satisfied with the IEP process (for parents of students receiving special education services).</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

## Demographic Information

- **Your ethnic background**
  - O African-American
  - O American Indian
  - O Asian
  - O Caucasian
  - O Hispanic/Latino
  - O Other

- **Your child's school level**
  - O Early Childhood
  - O Elementary School
  - O Middle School
  - O High School
47. Your child's home district
- Affton
- Brentwood
- Ferguson-Florissant
- Hazelwood
- Kirkwood
- Lindbergh
- Mehlville
- Parkway
- Ritenour
- Rockwood
- Valley Park
- Wellston

48. Please darken the school that your child is attending. If your child is not attending any of the following school, please darken the "Not applicable" circle.
- Ackerman school
- Court Program
- Northview School
- South Technical School
- Bridges Program
- Litzsinger School
- Southview School
- Career Training Program
- Neuwoehner school
- North Technical School

49. If your child is receive early childhood special education services, what is the percentage of a school day that he/she receives from Special School District early childhood special education services?
- itinerant early childhood special education
- early childhood special education classroom
- not applicable

50. If your school age (5 years old or older) child receive special education services, what is the percentage of a school day that he/she receives from Special School District special education services?
- less than 20% of a school day
- between 20% to 60% of a school day
- more than 60% of a school day
- not applicable

51. If your child has an educational disability, what is it? If not, please darken "None".
- Autism
- Emotional Disturbance
- Mental Retardation
- Orthopedic Impairment
- Learning Disabilities
- Traumatic Brain Injury
- Young Child with a Developmental Delay
- Deaf/Blindness
- Hearing Impairment/Deafness
- Multiple Disabilities
- Other Health Impairments
- Speech/Language Impairment
- Visual Impairment/Blind
- None
52. Additional comments. (Please Do Not Write Outside the Box. Please use an additional sheet of paper for your comments if you need additional.)

53. OFFICE USE ONLY (Please do not darken the circle)

- Early childhood (3-5 years old)
- School age student (Kindergarten to 12th grade)
- Technical education school student (10-12th grade)
1. I believe my child's achievement has increased through the use of computers.

- Strongly Disagree: 7 (3%)
- Disagree: 16 (7%)
- Moderate: 34 (14%)
- Agree: 82 (34%)
- Strongly Agree: 55 (23%)
- Not applicable/Do not know: 49 (20%)

Total Responses: 243
Mean: 3.84 Standard Deviation: 1.04

2. I believe my child's achievement has increased through the use of varied technologies.

- Strongly Disagree: 3 (1%)
- Disagree: 2 (1%)
- Moderate: 14 (6%)
- Agree: 91 (33%)
- Strongly Agree: 141 (58%)
- Not applicable/Do not know: 3 (1%)

Total Responses: 244
Mean: 4.47 Standard Deviation: 0.75

3. I believe my child's achievement has increased through my involvement as a parent.

- Strongly Disagree: 3 (1%)
- Disagree: 2 (1%)
- Moderate: 14 (6%)
- Agree: 81 (33%)
- Strongly Agree: 141 (58%)
- Not applicable/Do not know: 3 (1%)

Total Responses: 244
Mean: 4.47 Standard Deviation: 0.75
4. I believe my child's achievement has increased through my having better understanding of the special education process.

1. Strongly Disagree  6  2 %
2. Disagree  6  2 %
3. Moderate  27  11 %
4. Agree  107  44 %
5. Strongly Agree  89  37 %
6. Not applicable/Do not know  8  3 %
Total Responses: 243
Mean: 4.14  Standard Deviation: 0.9

5. I believe my child's achievement has increased through the use of more effective instruction in content areas such as math, language arts, science, etc.

1. Strongly Disagree  5  2 %
2. Disagree  12  5 %
3. Moderate  22  9 %
4. Agree  96  40 %
5. Strongly Agree  92  38 %
6. Not applicable/Do not know  15  6 %
Total Responses: 242
Mean: 4.14  Standard Deviation: 0.95

6. I believe my child's achievement has increased through instruction in social skills.

1. Strongly Disagree  6  2 %
2. Disagree  15  6 %
3. Moderate  49  20 %
4. Agree  84  34 %
5. Strongly Agree  47  19 %
6. Not applicable/Do not know  42  17 %
Total Responses: 244
Mean: 3.75  Standard Deviation: 0.99

7. I believe my child's achievement has increased through my better understanding of discipline-specific processes and procedures.

1. Strongly Disagree  6  2 %
2. Disagree  14  6 %
3. Moderate  48  20 %
4. Agree  84  34 %
5. Strongly Agree  40  16 %
6. Not applicable/Do not know  52  21 %
Total Responses: 244
Mean: 3.72  Standard Deviation: 0.98
8. I believe my child's achievement has increased through more instruction in specific learning strategies such as study skills.

1. Strongly Disagree 7 3%
2. Disagree 9 4%
3. Moderate 27 11%
4. Agree 91 38%
5. Strongly Agree 94 39%
6. Not applicable/Do not know 14 6%
Total Responses: 242
Mean: 4.12 Standard Deviation: 0.98

9. I believe my child's achievement has increased through more emphasis on teachers building meaningful relationships with my child.

1. Strongly Disagree 7 3%
2. Disagree 6 2%
3. Moderate 31 13%
4. Agree 83 34%
5. Strongly Agree 105 43%
6. Not applicable/Do not know 11 5%
Total Responses: 243
Mean: 4.18 Standard Deviation: 0.97

10. I believe my child's achievement has increased through teachers having higher standards and expectations for my child performance.

1. Strongly Disagree 7 3%
2. Disagree 11 5%
3. Moderate 40 16%
4. Agree 102 42%
5. Strongly Agree 77 32%
6. Not applicable/Do not know 6 2%
Total Responses: 243
Mean: 3.97 Standard Deviation: 0.97

11. I believe my child's achievement has increased through my support of my child's learning at home.

1. Strongly Disagree 2 1%
2. Disagree 1 0%
3. Moderate 23 9%
4. Agree 87 36%
5. Strongly Agree 116 48%
6. Not applicable/Do not know 14 6%
Total Responses: 243
Mean: 4.37 Standard Deviation: 0.75
12. SSD teachers offer me help in supporting my child's learning at home.

1. Strongly Disagree     11     5 %
2. Disagree     21     9 %
3. Moderate     42   17 %
4. Agree     86   36 %
5. Strongly Agree     60   25 %
6. Not applicable/Do not know     21     9 %
Total Responses:   241
Mean: 3.74     Standard Deviation: 1.11

13. I am aware of resources and supports available through SSD technical expertise such as speech/language pathology, school psychology, OT/PT/APE, social work, technology, facilitator, etc.

1. Strongly Disagree     8     3 %
2. Disagree     15     6 %
3. Moderate     30   12 %
4. Agree   114   47 %
5. Strongly Agree     58   24 %
6. Not applicable/Do not know     19     8 %
Total Responses:   244
Mean: 3.88     Standard Deviation: 0.98

14. I am satisfied with the accessibility to technical expertise provided by SSD.

1. Strongly Disagree     12     5 %
2. Disagree     16     7 %
3. Neutral     40   16 %
4. Agree     91   37 %
5. Strongly Agree     47   19 %
6. Not applicable/Do not know     30   12 %
Total Responses:   244
Mean: 3.74     Standard Deviation: 1.06

15. I am satisfied with the timeliness of technical expertise provided by SSD.

1. Strongly Disagree     15     6 %
2. Disagree     16     7 %
3. Neutral     40   16 %
4. Agree     91   37 %
5. Strongly Agree     47   19 %
6. Not applicable/Do not know     35   14 %
Total Responses:   244
Mean: 3.67     Standard Deviation: 1.12
16. I am satisfied with the personal/consultative skills of technical expertise provided by SSD.

- Strongly Disagree: 10 (4%)
- Disagree: 16 (7%)
- Neutral: 29 (12%)
- Agree: 98 (40%)
- Strongly Agree: 58 (24%)
- Not applicable/Do not know: 32 (13%)

Total Responses: 243
Mean: 3.84  Standard Deviation: 1.06

17. I am satisfied with the recommendations from these professionals.

- Strongly Disagree: 8 (3%)
- Disagree: 13 (5%)
- Neutral: 41 (17%)
- Agree: 94 (39%)
- Strongly Agree: 58 (24%)
- Not applicable/Do not know: 30 (12%)

Total Responses: 244
Mean: 3.85  Standard Deviation: 1.01

18. I am satisfied with the extended support and/or direct services to students from these professionals.

- Strongly Disagree: 10 (4%)
- Disagree: 11 (5%)
- Neutral: 38 (16%)
- Agree: 91 (37%)
- Strongly Agree: 67 (27%)
- Not applicable/Do not know: 27 (11%)

Total Responses: 244
Mean: 3.89  Standard Deviation: 1.05

19. I am satisfied with the availability of consultation with diagnostic staff.

- Strongly Disagree: 11 (5%)
- Disagree: 16 (7%)
- Moderate: 40 (16%)
- Agree: 97 (40%)
- Strongly Agree: 56 (23%)
- Not applicable/Do not know: 24 (10%)

Total Responses: 244
Mean: 3.78  Standard Deviation: 1.06
20. I am aware of the resources and supports available from diagnostic staff.
1. Strongly Disagree 6 2%
2. Disagree 29 12%
3. Neutral 39 16%
4. Agree 106 43%
5. Strongly Agree 46 19%
6. Not applicable/Do not know 18 7%
Total Responses: 244
Mean: 3.69 Standard Deviation: 1.02

21. I am satisfied with the timeliness of the review of existing data conference(s).
1. Strongly Disagree 11 5%
2. Disagree 18 7%
3. Neutral 43 18%
4. Agree 115 47%
5. Strongly Agree 42 17%
6. Not applicable/Do not know 15 6%
Total Responses: 244
Mean: 3.69 Standard Deviation: 1.01

22. I am satisfied with the timeliness of the re-evaluations.
1. Strongly Disagree 9 4%
2. Disagree 9 4%
3. Neutral 44 18%
4. Agree 112 46%
5. Strongly Agree 58 24%
6. Not applicable/Do not know 12 5%
Total Responses: 244
Mean: 3.76 Standard Deviation: 1.03

23. I am satisfied that testing recommendations are appropriate.
1. Strongly Disagree 9 4%
2. Disagree 9 4%
3. Neutral 44 18%
4. Agree 112 46%
5. Strongly Agree 58 24%
6. Not applicable/Do not know 12 5%
Total Responses: 244
Mean: 3.87 Standard Deviation: 0.96
1. Strongly Disagree  8  3 %
2. Disagree  18  7 %
3. Neutral  46  19 %
4. Agree  101  42 %
5. Strongly Agree  56  23 %
6. Not applicable/Do not know  14  6 %
Total Responses:  243
Mean: 3.78  Standard Deviation: 1.02

24. I am satisfied with the information provided by diagnostic staff to parents.

25. I am satisfied with the SSD staff and parent communication process.

26. I am satisfied with case management and responsiveness to my child's needs.

27. I am satisfied with the general education and special education staff coordination processes in my child's school.
28. I am satisfied with the involvement of related service providers such as OT, PT, APE, social work in my child's special education program.

1. Strongly Disagree 12  5 %  
2. Disagree 12  5 %  
3. Neutral 26  11 %  
4. Agree 64  26 %  
5. Strongly Agree 45  19 %  
6. Not applicable/Do not know 83  34 %  
Total Responses: 242  
Mean: 3.74  Standard Deviation: 1.17

29. I am satisfied with the timeliness of SSD staff/administration to my questions and/or concerns.

1. Strongly Disagree 8  3 %  
2. Disagree 13  5 %  
3. Moderate 32  13 %  
4. Agree 109  45 %  
5. Strongly Agree 73  30 %  
6. Not applicable/Do not know 8  3 %  
Total Responses: 243  
Mean: 3.96  Standard Deviation: 0.99

30. I am satisfied with the responses of SSD staff/administration to my questions and/or concerns.

1. Strongly Disagree 7  3 %  
2. Disagree 15  6 %  
3. Neutral 29  12 %  
4. Agree 110  46 %  
5. Strongly Agree 70  29 %  
6. Not applicable/Do not know 10  4 %  
Total Responses: 241  
Mean: 3.96  Standard Deviation: 0.98

31. I am satisfied with the planning and supports from SSD staff at a previous school to assist with transitioning my child to a new school.

1. Strongly Disagree 13  5 %  
2. Disagree 12  5 %  
3. Neutral 20  8 %  
4. Agree 63  26 %  
5. Strongly Agree 39  16 %  
6. Not applicable/Do not know 97  40 %  
Total Responses: 244  
Mean: 3.7  Standard Deviation: 1.2
32. I am satisfied with the transition planning and supports from SSD staff at my child’s previous level to assist with transitioning to my child’s new level (particularly with emphasis on ECSE to elementary, elementary to middle school, middle school to high school, high school to post-secondary, etc.)

1. Strongly Disagree 13 5 %
2. Disagree 13 5 %
3. Neutral 26 11 %
4. Agree 79 33 %
5. Strongly Agree 38 16 %
6. Not applicable/Do not know 73 30 %
Total Responses: 242
Mean: 3.69  Standard Deviation: 1.13

33. I am satisfied with the planning and supports for identifying appropriate transition options for students leaving high school.

1. Strongly Disagree 10 4 %
2. Disagree 10 4 %
3. Neutral 17 7 %
4. Agree 44 18 %
5. Strongly Agree 14 6 %
6. Not applicable/Do not know 146 61 %
Total Responses: 241
Mean: 3.44  Standard Deviation: 1.18

34. I am satisfied with the IEP preparation process such as disseminating appropriate documents to me, general education staff, etc.

1. Strongly Disagree 8 3 %
2. Disagree 11 5 %
3. Moderate 28 11 %
4. Agree 116 48 %
5. Strongly Agree 75 31 %
6. Not applicable/Do not know 6 2 %
Total Responses: 244
Mean: 4  Standard Deviation: 0.96

35. I am satisfied with the scheduling of IEP meetings.

1. Strongly Disagree 7 3 %
2. Disagree 11 4 %
3. Neutral 22 9 %
4. Agree 122 50 %
5. Strongly Agree 78 32 %
6. Not applicable/Do not know 5 2 %
Total Responses: 245
Mean: 4.05  Standard Deviation: 0.93
36. I am satisfied with the effective use of time during IEP meetings.

1. Strongly Disagree 5 2%
2. Disagree 3 1%
3. Neutral 25 10%
4. Agree 121 49%
5. Strongly Agree 84 34%
6. Not applicable/Do not know 7 3%
Total Responses: 245
Mean: 4.16  Standard Deviation: 0.82

37. I am satisfied with the communication among all parties including parents, general education staff, and SSD staff on IEP process.

1. Strongly Disagree 8 3%
2. Disagree 9 4%
3. Neutral 42 17%
4. Agree 96 39%
5. Strongly Agree 84 34%
6. Not applicable/Do not know 6 2%
Total Responses: 245
Mean: 4.08  Standard Deviation: 0.99

38. I am satisfied with the facilitation skills of the IEP chairperson.

1. Strongly Disagree 8 3%
2. Disagree 3 1%
3. Neutral 27 11%
4. Agree 111 45%
5. Strongly Agree 75 31%
6. Not applicable/Do not know 21 9%
Total Responses: 245
Mean: 4.08  Standard Deviation: 0.91

39. I am satisfied that IEPs are written based on student's needs.

1. Strongly Disagree 8 3%
2. Disagree 8 3%
3. Neutral 22 9%
4. Agree 108 44%
5. Strongly Agree 92 38%
6. Not applicable/Do not know 7 3%
Total Responses: 245
Mean: 4.13  Standard Deviation: 0.95
40. I am satisfied with the availability of technical expertise.

1. Strongly Disagree     12     5 %
2. Disagree     10     4 %
3. Moderate     36     15 %
4. Agree     99     41 %
5. Strongly Agree     51     21 %
6. Not applicable/Do not know     34     14 %
Total Responses:   242
Mean: 3.8     Standard Deviation: 1.05

41. I am satisfied with the diagnostic services.

1. Strongly Disagree     8     3 %
2. Disagree     14     6 %
3. Neutral     38     16 %
4. Agree   105     43 %
5. Strongly Agree     63     26 %
6. Not applicable/Do not know     15     6 %
Total Responses:   243
Mean: 3.88     Standard Deviation: 1

42. I am satisfied with the coordination of services to produce a unified team for students and families.

1. Strongly Disagree     11     5 %
2. Disagree     11     4 %
3. Neutral     39     16 %
4. Agree   104     42 %
5. Strongly Agree     74     30 %
6. Not applicable/Do not know     4     2 %
Total Responses:   243
Mean: 3.83     Standard Deviation: 1.04

43. I am satisfied with the responsiveness of SSD staff and administration to questions and/or concerns.

1. Strongly Disagree     11     5 %
2. Disagree     11     5 %
3. Neutral     39     16 %
4. Agree   104     43 %
5. Strongly Agree     74     30 %
6. Not applicable/Do not know     4     2 %
Total Responses:   243
Mean: 3.92     Standard Deviation: 1.03
44. I am satisfied with the IEP process (for parents of students receiving special education services).

1. Strongly Disagree 9 4%
2. Disagree 5 2%
3. Moderate 36 15%
4. Agree 112 46%
5. Strongly Agree 78 32%
6. Not applicable/Do not know 3 1%
Total Responses: 243
Mean: 4.02 Standard Deviation: 0.95

45. Your ethnic background

1. African-American 59 24%
2. American Indian 3 1%
3. Asian 1 0%
4. Caucasian 169 70%
5. Hispanic/Latino 5 2%
6. Other 4 2%
Total Responses: 241
Mean: 3.29 Standard Deviation: 1.36

46. Your child's school level

1. Early Childhood 6 2%
2. Elementary School 92 38%
3. Middle School 64 27%
4. High School 78 32%
Total Responses: 240
Mean: 2.89 Standard Deviation: 0.89
47. Your child's home district

<table>
<thead>
<tr>
<th>District</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affton</td>
<td>3</td>
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<tr>
<td>Bayless</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>Brentwood</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Clayton</td>
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<td>1%</td>
</tr>
<tr>
<td>Ferguson-Florissant</td>
<td>15</td>
<td>6%</td>
</tr>
<tr>
<td>Hancock Place</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Hazelwood</td>
<td>21</td>
<td>9%</td>
</tr>
<tr>
<td>Jennings</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>Kirkwood</td>
<td>14</td>
<td>6%</td>
</tr>
<tr>
<td>Ladue</td>
<td>7</td>
<td>3%</td>
</tr>
<tr>
<td>Lindbergh</td>
<td>10</td>
<td>4%</td>
</tr>
<tr>
<td>Maplewood Richmond Heights</td>
<td>3</td>
<td>1%</td>
</tr>
</tbody>
</table>

Total Responses: 242

48. Please darken the school that your child is attending. If your child is not attending any of the following school, please darken the "Not applicable" circle.

<table>
<thead>
<tr>
<th>School</th>
<th>Responses</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Ackerman school</td>
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<td>0%</td>
</tr>
<tr>
<td>Bridges Program</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Career Training Program</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>Court Program</td>
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<td>0%</td>
</tr>
<tr>
<td>Litzsinger School</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Neuwoehner school</td>
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<td>Northview School</td>
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<td>North Technical School</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>South Technical School</td>
<td>7</td>
<td>3%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>212</td>
<td>92%</td>
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</table>

Total Responses: 231

49. If your child is receive early childhood special education services, what is the percentage of a school day that he/she receives from Special School District early childhood special education services?

<table>
<thead>
<tr>
<th>Service</th>
<th>Responses</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>itinerant early childhood...</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>early childhood special...</td>
<td>13</td>
<td>6%</td>
</tr>
<tr>
<td>not applicable</td>
<td>195</td>
<td>92%</td>
</tr>
</tbody>
</table>

Total Responses: 211
50. If your school age (5 years old or older) child receive special education services, what is the percentage of a school day that he/she receives from Special School District special education services?

1. less than 20% of a school day 109 48%
2. between 20% to 60% of a school day 63 28%
3. more than 60% of a school day 14 6%
4. not applicable 41 18%

Total Responses: 227

51. If your child has an educational disability, what is it? If not, please darken "None".

1. Autism 8 3%
2. Deaf/Blindness 1 0%
3. Emotional Disturbance 18 7%
4. Hearing Impairment/Deafness 5 2%
5. Mental Retardation 7 3%
6. Multiple Disabilities 10 4%
7. Orthopedic Impairment 1 0%
8. Other Health Impairments 17 7%
9. Learning Disabilities 246 100%
10. Speech/Language Impairment 45 18%
11. Traumatic Brain Injury 0 0%
12. Visual Impairment/Blind 1 0%
13. Young Child with a Disability 14 6%
14. None 3 1%

Total Responses: 246

53. OFFICE USE ONLY (Please do not darken the circle)

1. Early childhood (3-5 years) 6 2%
2. School age student 237 96%
3. Technical education school 3 1%

Total Responses: 246
## MAP Test Results

### ssdadmin - Special School District

<table>
<thead>
<tr>
<th>Learning Disabled</th>
<th>Communication Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: 2000</td>
<td>To: 2004</td>
</tr>
</tbody>
</table>

From: Learning Disabled  
To: Communication Arts

### MAP Home | Reports

https://data.fergflor.k12.mo.us/map_ssd/stl_disability_diagnosis.asp  
2/25/2005
## St. Louis County & SSD - Learning Disabled

### Communication Arts Grade 03 2000 - 2004

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>LND #</th>
<th>LND %</th>
<th>Step 1</th>
<th>Progressing</th>
<th>N. Proficient</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>865</td>
<td>16</td>
<td>1.8%</td>
<td>14.1%</td>
<td>37.5%</td>
<td>38.8%</td>
<td>9.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>2001</td>
<td>903</td>
<td>10</td>
<td>1%</td>
<td>11.5%</td>
<td>35.4%</td>
<td>40.3%</td>
<td>12.7%</td>
<td>0%</td>
</tr>
<tr>
<td>2002</td>
<td>922</td>
<td>9</td>
<td>0.9%</td>
<td>8.7%</td>
<td>30.4%</td>
<td>45.5%</td>
<td>14.8%</td>
<td>0.3%</td>
</tr>
<tr>
<td>2003</td>
<td>831</td>
<td>4</td>
<td>0.4%</td>
<td>9%</td>
<td>28.5%</td>
<td>45%</td>
<td>17.3%</td>
<td>0.1%</td>
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<tr>
<td>2004</td>
<td>697</td>
<td>3</td>
<td>0.4%</td>
<td>8.6%</td>
<td>22.6%</td>
<td>45.3%</td>
<td>23.3%</td>
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</table>

### St. Louis County & SSD Elem Level %

- **Step 1**
- **Progressing**
- **N. Proficient**
- **Proficient**
- **Advanced**

---

[Research & Evaluation - MAP](https://data.fergflor.k12.mo.us/map_ssd/stl_disability_diagnosis.asp)  

2/25/2005
St. Louis County & SSD - Learning Disabled

Communication Arts Grade 07
2000 - 2004

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>LND #</th>
<th>LND %</th>
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<th>Progressing</th>
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<tbody>
<tr>
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<td>945</td>
<td>61</td>
<td>6%</td>
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<td>4%</td>
<td>36.6%</td>
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<td>0%</td>
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<td>36.4%</td>
<td>24.5%</td>
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<td>1294</td>
<td>22</td>
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<td>36%</td>
<td>33.3%</td>
<td>24.3%</td>
<td>6.1%</td>
<td>0%</td>
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St. Louis County & SSD Mid Level %

https://data.fergflor.k12.mo.us/map_ssd/stl_disability_diagnosis.asp
St. Louis County & SSD - Learning Disabled

Communication Arts Grade 11
2000 - 2004

<table>
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<th>Year</th>
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<th>LND %</th>
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<td>397</td>
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<td>11.3%</td>
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<td>23.1%</td>
<td>16.1%</td>
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<td>27.1%</td>
<td>20.4%</td>
<td>2.3%</td>
<td>0%</td>
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<tr>
<td>2004</td>
<td>789</td>
<td>23</td>
<td>2.8%</td>
<td>50.8%</td>
<td>28%</td>
<td>20.1%</td>
<td>1%</td>
<td>0%</td>
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</tbody>
</table>
## ESTIMATED Cost per IEP Minute

Based on FY 2005 Budget

### LD Program

<table>
<thead>
<tr>
<th></th>
<th>Weekly IEP Minutes</th>
<th>Average Service Weeks</th>
<th>Annual IEP Minutes</th>
<th>Expenses</th>
<th>Expense Per IEP Minute</th>
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<tbody>
<tr>
<td><strong>ALL Disabilities</strong></td>
<td></td>
<td></td>
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<tr>
<td>Itinerant/Resource LEA</td>
<td>9,056,492 x 36</td>
<td>326,033,702</td>
<td>$129,692,454</td>
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<tr>
<td>LEA Self Contained</td>
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<td>131,632,618</td>
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<td>SSD Self Contained</td>
<td>2,137,539 x 36</td>
<td>76,951,404</td>
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<td>Homebound</td>
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<td></td>
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<td>535,713,997</td>
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<tr>
<td><strong>LD Program</strong></td>
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<tr>
<td>Itinerant/Resource LEA</td>
<td>5,333,043 x 36</td>
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<td>LEA Self Contained</td>
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<td>SSD Self Contained</td>
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<tr>
<td>Homebound</td>
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<td>351,432</td>
<td>$393,966</td>
<td>@ 1.12/minute</td>
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<tr>
<td></td>
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<td>234,680,616</td>
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<td>$0.42 Average Cost per minute for LD Program</td>
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<td>LD Students</td>
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<td>$7,888</td>
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LD Students divided by (Dec 1 count)

$7,888 per student annually (excludes ESY)
## SERVICE MINUTES - LD PROGRAM

<table>
<thead>
<tr>
<th>Primary Disability</th>
<th>LRE</th>
<th>IEP Minutes per Week</th>
<th>Unduplicated Dec 1 Count</th>
<th>Average per Student per Week</th>
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<tbody>
<tr>
<td>LD</td>
<td>1100 upto 21%</td>
<td>3,097,681</td>
<td>8,731</td>
<td>354.79</td>
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<tr>
<td>LD</td>
<td>1201 21-60%</td>
<td>2,235,362</td>
<td>2,961</td>
<td>754.93</td>
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<tr>
<td>LD</td>
<td>1301 60% +</td>
<td>1,063,492</td>
<td>790</td>
<td>1,346.19</td>
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<tr>
<td>LD</td>
<td>1402 Private Fac 50%+</td>
<td>39,480</td>
<td>22</td>
<td>1,794.55</td>
</tr>
<tr>
<td>LD</td>
<td>1403 Public Fac 50%+</td>
<td>73,129</td>
<td>41</td>
<td>1,783.63</td>
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<tr>
<td>LD</td>
<td>1601 Homebound</td>
<td>9,762</td>
<td>47</td>
<td>207.70</td>
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</tbody>
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6,518,906 12,592 517.70

ENCORE - 2/15/05