MAASE 2018

Current run (last updated Jun 13, 2018 8:38am)

20	65	53	79%
Polls	Participants	Average responses	Average engagement

Our District's MTSS/RtI Implementation Is:

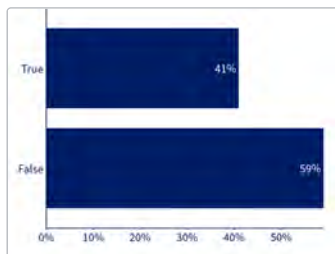| Response options	Count	Percentage
THERE--Deeply Entrenched: Teachers Implementing, Administrators Supporting; Focus is on Refinement	3	5%
GETTING THERE--Some Components Solidly in Place, But More Work Needed	**30**	**48%**
JUST GETTING STARTED--Putting SOME Components in	26	42%
Widespread Passivity, If Not Resistance	3	5%

95%
Engagement

62
Responses

My School/School District Has a Clear Understanding of What "RTI" Is (and Isn't)

Response options	Count	Percentage
True	25	41%
False	**36**	**59%**

Reflects the importance of differentiating MTSS from RtI. And why using PSW negatively impacts MTSS implementation

94%
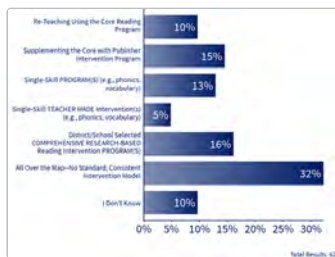Engagement

61
Responses

Our Elementary Special Education Reading Interventions Are PRIMARILY

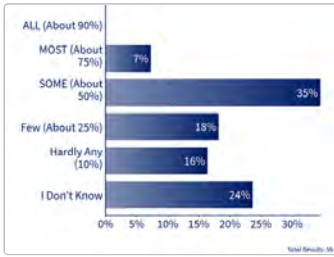| Response options	Count	Percentage
Re-Teaching Using the Core Reading Program	6	10%
Supplementing the Core with Publisher Intervention Program	9	15%
Single-Skill PROGRAM(S) (e.g., phonics, vocabulary)	8	13%
Single-Skill TEACHER MADE Intervention(s) (e.g., phonics, vocabulary)	3	5%
District/School Selected COMPREHENSIVE RESEARCH-BASED Reading Intervention PROGRAM(S) *Preferred*	10	16%
All Over the Map--No Standard, Consistent Intervention Model	**20**	**32%**
I Don't Know	6	10%

85%
Engagement

62
Responses

When SE Intervention(s) varies teacher to teacher, it is difficult to provide the PD to get really good at any particular intervention; selecting comprehensive, R-B Intervention PROGRAMS with supporting PD should be a priority.

Our Elementary SE/SLD Reading Interventions "Reduce the Gap"

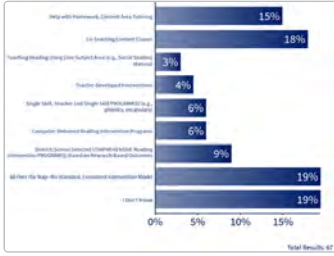| Response options	Count	Percentage
ALL (About 90%)	0	0%
MOST (About 75%)	4	7%
SOME (About 50%)	19	35%
Few (About 25%)	10	18%
Hardly Any (10%)	9	16%
I Don't Know	13	24%

85% Engagement

55 Responses

Note: 70% saw Some to Hardly Any! Need to change SE Intervention!

Leaders NEED to Know! Otherwise status quo!

Our MS Special Education Reading Interventions Are PRIMARILY

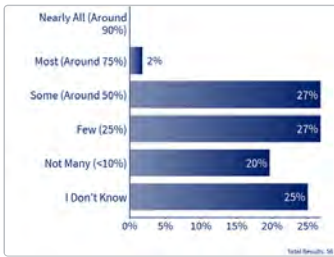| Response options	Count	Percentage	
Help with Homework, Content Area Tutoring	10	15%	
Co-Teaching Content Classes	12	18%	
Teaching Reading Using Core Subject Area (e.g., Social Studies) Material	2	3%	
Teacher–Developed Interventions	3	4%	
Single Skill, Teacher–Led Single Skill PROGRAM(S) (e.g., phonics, vocabulary)	4	6%	
Computer–Delivered Reading Intervention Programs	4	6%	
District/School Selected COMPREHENSIVE Reading Intervention PROGRAM(S) Based on Research–Based Outcomes	6	9%	PREFERRED
All Over the Map--No Standard, Consistent Intervention Model	13	19%	See previous comments
I Don't Know	13	19%	Leaders NEED to Know!

86% Engagement

67 Responses

Notice as Ss get older, interventions get LESS powerful and less related to the basic skill performance discrepancy! Difficult to reduce the gap if there is no powerful intervention

Our Middle School SE/SLD Reading Interventions Reduce the Gap:

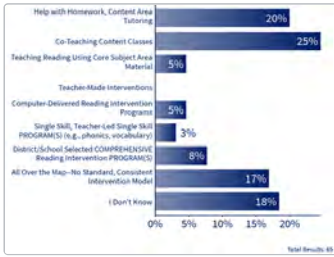| Response options	Count	Percentage
Nearly All (Around 90%)	0	0%
Most (Around 75%)	1	2%
Some (Around 50%)	15	27%
Few (25%)	15	27%
Not Many (<10%)	11	20%
I Don't Know	14	25%

86% Engagement

56 Responses

Leaders NEED to Know! Otherwise status quo!

Notice: 2/3s say that 50% or less are reducing the achievement gap. To me, these data say we KNOW we aren't providing appropriate and powerful SE intervention. That leads me to the IEP goals, reducing the achievement gap, progress monitoring, and revising the IEP.

## Our HS Special Education Reading Interventions Are PRIMARILY

Notice the pattern. LESS direct instruction! Weak interv reduces the gap? No! See below

Response options	Count	Percentage
Help with Homework, Content Area Tutoring	13	20%
Co-Teaching Content Classes	16	25%
Teaching Reading Using Core Subject Area Material	3	5%
Teacher–Made Interventions	0	0%
Computer–Delivered Reading Intervention Programs	3	5%
Single Skill, Teacher–Led Single Skill PROGRAM(S) (e.g., phonics, vocabulary)	2	3%
District/School Selected COMPREHENSIVE Reading Intervention PROGRAM(S)	5	8%
All Over the Map--No Standard, Consistent Intervention Model	11	17%
I Don't Know	12	18%

85% Engagement

65 Responses

See previous comments

Our High School SE/SLD Reading Interventions Reduce the Gap:
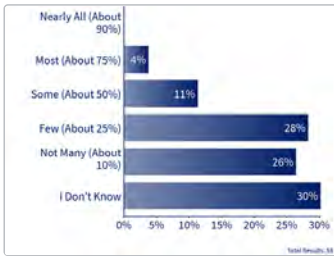
Response options	Count	Percentage
Nearly All (About 90%)	0	0%
Most (About 75%)	2	4%
Some (About 50%)	6	11%
Few (About 25%)	15	28%
Not Many (About 10%)	14	26%
I Don't Know	16	30%

82% Engagement

53 Responses

Largest % of Don't Know. Why? I hope it's not Don't Care or Don't DARE! For those who "know" nearly all say Not Many to Some. We want most!

## How We Write IEP Goals and Progress Monitor (PM)
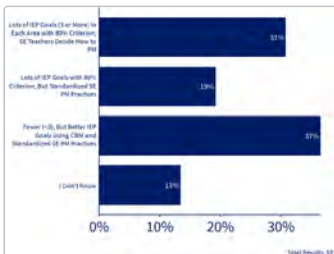
Response options	Count	Percentage
Lots of IEP Goals (3 or More) in Each Area with 80% Criterion; SE Teachers Decide How to PM	16	31%
Lots of IEP Goals with 80% Criterion, But Standardized SE PM Practices	10	19%
Fewer (<3), But Better IEP Goals Using CBM and Standardized SE PM Practices	19	37%
I Don't Know	7	13%

80% Engagement

Preferred

52 Responses

These data are promising. But my guess is that goal setting, progress monitoring, and revising IEPs are problems.
Still, too many goals/PM that is not scientifically sound.

## Satisfaction with Current IEP Goal Setting Practices and Meetings
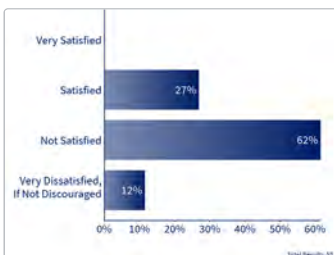
Response options	Count	Percentage
Very Satisfied	0	0%
Satisfied	14	27%
Not Satisfied	32	62%
Very Dissatisfied, If Not Discouraged	6	12%

80% Engagement
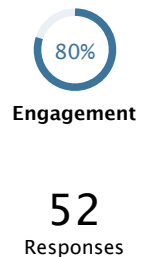
52 Responses

SE leaders are aware this is a problem. So, what's the plan for improvement.
Bring these data to the state?

I Believe That Specially Designed Instruction to Meet Students' Unique Needs Should
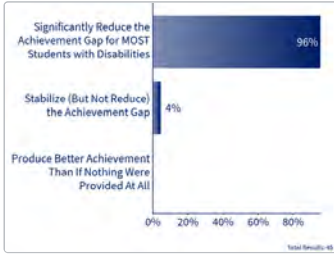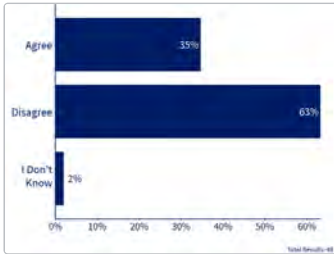

| Response options	Count	Percentage
Significantly Reduce the Achievement Gap for MOST Students with Disabilities	43	96%
Stabilize (But Not Reduce) the Achievement Gap	2	4%
Produce Better Achievement Than If Nothing Were Provided At All	0	0%

A powerful and optimistic result! Now, let's align leaders' actions with their values!

69% Engagement

45 Responses

Our IEP Goals Clearly Communicate to Parents and Teachers That SE, If EFFECTIVE, Will REDUCE the GAP

Response options	Count	Percentage
Agree	17	35%
Disagree	31	63%
I Don't Know	1	2%
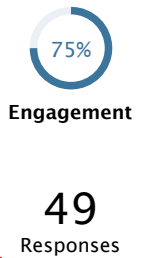
See how this all relates? Poor goals that don't reflect our ambitions to reduce the gap, that WE believe are problematic, that WE believe don't communicate our values to parents, leads to procedural compliance, weak interventions, and poor results, that our leaders ACKNOWLEDGE. What's our collective plan, MAASE? Think PD is needed?

75% Engagement

49 Responses

## Goals and Intervention Intensity: Our IEP Team
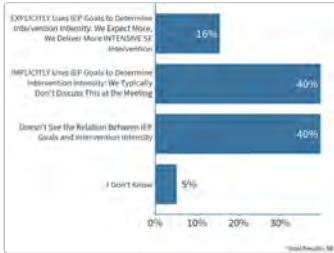
| Response options	Count	Percentage
EXPLICITLY Uses IEP Goals to Determine Intervention Intensity: We Expect More, We Deliver More INTENSIVE SE Intervention	9	16%
IMPLICITLY Uses IEP Goals to Determine Intervention Intensity: We Typically Don't Discuss This at the Meeting	23	40%
Doesn't See the Relation Between IEP Goals and Intervention Intensity	23	40%
I Don't Know	3	5%

Our ambition! Let's get better!

75% Engagement

58 Responses

IEP Reading Progress Monitoring (PM)
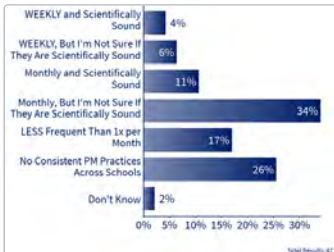
Response options	Count	Percentage
WEEKLY and Scientifically Sound	2	4%
WEEKLY, But I'm Not Sure If They Are Scientifically Sound	3	6%
Monthly and Scientifically Sound	5	11%
Monthly, But I'm Not Sure If They Are Scientifically Sound	16	34%
LESS Frequent Than 1x per Month	8	17%
No Consistent PM Practices Across Schools	12	26%
Don't Know	1	2%
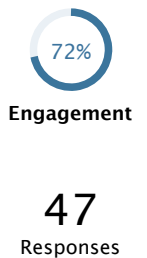
It's 2018! Solvable problem!

72% Engagement

47 Responses

If SE isn't good to great at progress monitoring of IEP goals that reduce the gap, then will we provide appropriately intensive interventions that REDUCE the gap? See how goals can/should drive appropriately intensive intervention and PM leads r revising the IEPs? All this Stuff is LINKED together!--or NEEDS TO BE!

## Revising the IEP to Address ANY Lack of Expected Progress
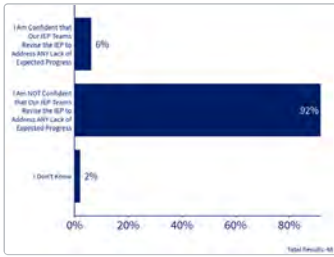
Response options	Count	Percentage
I Am Confident that Our IEP Teams Revise the IEP to Address ANY Lack of Expected Progress	3	6%
I Am NOT Confident that Our IEP Teams Revise the IEP to Address ANY Lack of Expected Progress	**44**	**92%**
I Don't Know	1	2%

74%
Engagement

48
Responses

What a powerful statement about the need to change. Unfortunately, too many of us fail to see the POWER that good goals and good PM contribute! We see the process as forms and compliance!

Our SLD ELIGIBILITY DETERMINATION Practices Are:
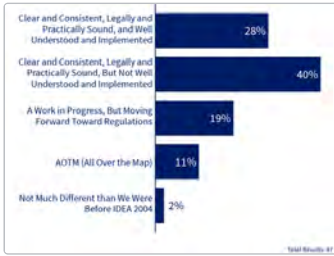
Response options	Count	Percentage
Clear and Consistent, Legally and Practically Sound, and Well Understood and Implemented	13	28%
Clear and Consistent, Legally and Practically Sound, But Not Well Understood and Implemented	**19**	**40%**
A Work in Progress, But Moving Forward Toward Regulations	9	19%
AOTM (All Over the Map)	5	11%
Not Much Different than We Were Before IDEA 2004	1	2%

72%
Engagement

47
Responses

My views on PSW as not reliable and valid are not unique. There are different PSW methods, they don't agree, they are plagued with even more problems of reliability of difference scores, and worse...they are even MORE time consuming that before, don't lead to intervention, and give school psychologists even more power. Failure to change has huge implications for all.

Our SLD Eligibility Practices
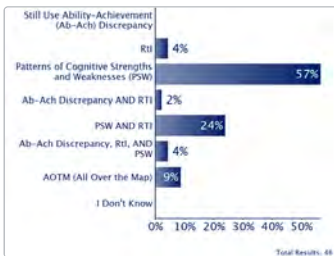
Response options	Count	Percentage
Still Use Ability–Achievement (Ab–Ach) Discrepancy	0	0%
RtI Preferred	2	4%
Patterns of Cognitive Strengths and Weaknesses (PSW)	**26**	**57%**
Ab–Ach Discrepancy AND RTI	1	2%
PSW AND RTI	11	24%
Ab–Ach Discrepancy, RtI, AND PSW	2	4%
AOTM (All Over the Map)	4	9%
I Don't Know	0	0%

71%
Engagement

46
Responses

Nothing but "old thinking" using even worse methods.

Satisfaction with Current SLD Eligibility Practices
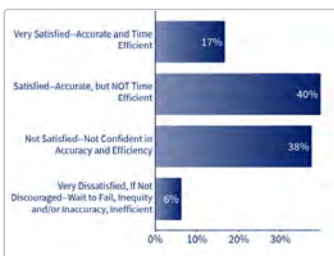
Response options	Count	Percentage
Very Satisfied--Accurate and Time Efficient	8	17%
Satisfied--Accurate, but NOT Time Efficient	**19**	**40%**
Not Satisfied--Not Confident in Accuracy and Efficiency	18	38%
Very Dissatisfied, If Not Discouraged--Wait to Fail, Inequity and/or Inaccuracy, Inefficient	3	6%

74%
Engagement

48
Responses

Some PD is required. Bring in Dr. Jack Fletcher.

Periodic, Annual, and 3-Year Re-Evaluations
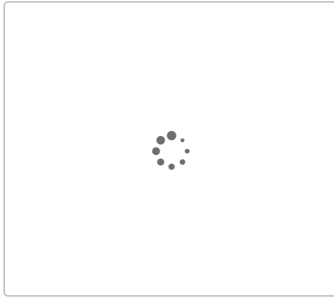
| Response options	Count	Percentage
Confident that Our Practices Enable Judgments About SE BENEFIT and ARE Time/Cost Efficient	8	17%
NOT Confident that Our Practices Enable Judgments About SE BENEFIT But ARE Time/Cost Efficient	**24**	**50%**
Confident that Our Practices Enable Judgments About SE BENEFIT But Are NOT Time/Cost Efficient	3	6%
NOT Confident that Our Practices Enable Judgments About SE BENEFIT And Are NOT Time/Cost Efficient	13	27%

72%
Engagement

48
Responses

We didn't get much time to discuss annual and 3 years. We need to. Mostly all wrong.

My District's Capacity to Provide Early and Powerful Reading NON-SPECIAL EDUCATION Intervention that Reduces the Gap
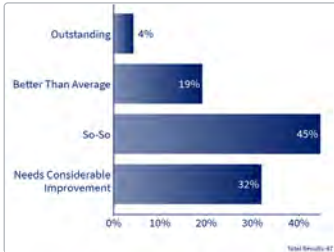
Response options	Count	Percentage
Outstanding	2	4%
Better Than Average	9	19%
So–So	**21**	**45%**
Needs Considerable Improvement	15	32%

72%
Engagement

47
Responses
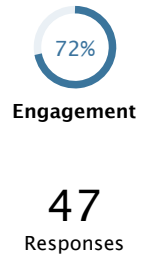
A consequence of old thinking. That SE solves all problems, that if we use the "right" eligiblity process and get the right disability, the problem is solved. We invest far more in identification than treatment, placing most of the responsibility on the INDIVIDUAL SE teacher to figure out what to do, how to do it, and how to get the best results. Is there any wonder why we aren't getting the results we need?

The quality of SE shouldn't boil down to the individual SE teacher to all these issues without SE leadership--and a unified approach to "new thinking" as represented by MTSS.