

SRI International

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SPECIAL EDUCATION ELEMENTARY LONGITUDINAL STUDY (SEELS)

“ALMOST FINAL” SCHOOL CHARACTERISTICS SURVEY

SRI Project 3421

SEELS is being designed under Task Order 6 to SRI International and Research Triangle Institute under the Office of Special Education Programs' Initiative to Link Research and Practice to Improve Results for Individuals with Disabilities.

**THE SPECIAL EDUCATION ELEMENTARY LONGITUDINAL STUDY
(SEELS)**

School Characteristics Survey

Dear Principal:

PLEASE TURN THE PAGE TO BEGIN THE SURVEY * * * * *

SECTION A. SCHOOL AND COMMUNITY CHARACTERISTICS

A1. Which of the following best describes your school? *PLEASE CIRCLE ONE NUMBER.*

- 1 Regular elementary or secondary school that serves a wide variety of students
- 2 School that serves only students with disabilities
- 3 School that specializes in a particular subject area or theme, sometimes called a magnet school
- 4 Vocational-technical school
- 5 Alternative school
- 6 Charter school
- 7 Juvenile justice facility
- 8 Another kind of school (please describe): _____

A2. Which of the following describes this school? *PLEASE CIRCLE ALL THAT APPLY.*

- 1 Public school
- 2 Private school
- 3 Residential/boarding school

A3. What grade levels are taught at this school? *PLEASE CIRCLE ALL THAT APPLY.*

- | | | | | | |
|---|-----------------|---|-----------|----|------------|
| 0 | Prekindergarten | 4 | 4th grade | 9 | 9th grade |
| K | Kindergarten | 5 | 5th grade | 10 | 10th grade |
| 1 | 1st grade | 6 | 6th grade | 11 | 11th grade |
| 2 | 2nd grade | 7 | 7th grade | 12 | 12th grade |
| 3 | 3rd grade | 8 | 8th grade | 99 | Nongraded |

A4. Around October 1 of this school year, how many students were enrolled at your school?

_____ Number of students enrolled

*A5. Which of the following best describes the community in which this school is located?
PLEASE CIRCLE ONE NUMBER.

- | | | | |
|---|--|----|---|
| 1 | Rural community | 6 | A suburb of a large city |
| 2 | Small city or town of fewer than 50,000 people that is not a suburb of a larger city | 7 | A very large city (over 500,000 people) |
| 3 | A medium-sized city (50,000 to 99,999 people) | 8 | A suburb of a very large city |
| 4 | A suburb of a medium-sized city | 9 | A military base or station |
| 5 | A large city (100,000 to 500,000 people) | 10 | An Indian reservation |

SECTION B. STUDENT CHARACTERISTICS

(PLEASE FEEL FREE TO ESTIMATE PERCENTAGES OR NUMBERS AS NEEDED.)

B1. Around October 1, about how many students in your school belonged to each of the following ethnic groups?

*PLEASE INDICATE NUMBER **OR** PERCENTAGE FOR EACH LINE.*

<u>Percentage of students</u>	OR	<u>Number of students</u>	
_____		_____	African-American or Black
_____		_____	American Indian or Alaska Native
_____		_____	Asian
_____		_____	Native Hawaiian, or other Pacific Islander
_____		_____	Caucasian or White
_____		_____	Hispanic or Latino
_____		_____	Other

B2. Around October 1, about how many students in special education were in each of the following disability categories?

*PLEASE ENTER **ONE** NUMBER ON **EACH** LINE THAT REPRESENTS THE **PRIMARY** DISABILITY OF STUDENTS. PLEASE INCLUDE EACH STUDENT IN ONLY ONE CATEGORY.*

Number of students who have the following as a **primary** disability

_____	Autism
_____	Deaf-blindness
_____	Developmental delay
_____	Emotional or behavioral impairment
_____	Hearing impairment/deafness
_____	Learning disability
_____	Mental retardation/cognitive impairment
_____	Orthopedic impairment
_____	Other health impairment
_____	Multiple disabilities
_____	Speech or language impairment
_____	Traumatic brain injury
_____	Visual impairment/blindness
_____	Other: _____

*B3. Around October 1, about how many students were identified as English language learners (ELL) (e.g., limited-English-proficient [LEP] or English-as-a-second-language [ESL] students)?

_____ Number of ELL (or LEP or ESL) students

B4. About what percentage of your school's students are from low-income families (e.g., having a child in the free or reduced-price lunch program)?

PLEASE CIRCLE ONE NUMBER.

- 1 More than 75%
- 2 51%-75%
- 3 26-50%
- 4 Less than 25%

SECTION C. STAFF, PROGRAMS, AND RESOURCES

C1. How many of the following personnel (including those contracted for services) work in your school during a typical week? Please report numbers in full-time equivalents (e.g., 2.5, 2.25).

PLEASE COUNT EACH PERSON IN ONLY ONE CATEGORY.

Approximate total
FTE
in a typical week

- _____ General education classroom teachers
- _____ Special education classroom teachers (self-contained or single-subject teachers)
- _____ Special education resource room teachers
- _____ Reading specialists
- _____ Speech/communication therapists or pathologists
- _____ Nursing/medical personnel
- _____ School psychologist or other diagnostic personnel
- _____ Guidance counselors
- _____ Other related services personnel (i.e., occupational or physical therapist)
- _____ Paid teacher aides/instructional assistants
- _____ Librarians/library aides or library staff
- _____ Itinerant or special subjects personnel not already accounted for above (e.g., district music or physical education personnel who teach a specific subject at multiple schools or come to the school for one subject)
- _____ Administrators (e.g., principal, vice-principals)

C2. How many of the teachers in your school:
PLEASE ENTER ONE NUMBER FOR EACH LINE.

- Number of teachers
- _____ a. Are fully credentialed for primary teaching assignment?
- _____ b. Are new to this school?
- _____ c. Have less than 3 years teaching experience?

- C3. Which of the following services, resources, or programs does your school have, either as part of the curriculum or before or after school hours?

PLEASE CIRCLE ALL THAT APPLY.

Additional academic programs

- 1 Supplemental instructional services in reading or language arts
- 2 Supplemental instructional services in math
- 3 Academic supports, such as academic clubs, tutoring or mentoring assistance outside of regular class offerings (e.g., homework club, Saturday academies)
- 4 Diagnostic and prescriptive services (services provided by trained professionals to diagnose learning problems and to plan and provide therapeutic or educational programs)
- 5 Programs for gifted and talented students

Enrichment and recreation programs

- 6 Extended day, before-school or after-school enrichment programs (e.g., Beacons programs, cultural activity groups, special interest groups)
- 8 An extended school year program (e.g., classes or activities in the summer)
- 9 Weekend program for students
- 10 Band, chorus, drama, or other performing opportunities for students
- 11 Organized school sports activities before or after school

Health/mental health services

- 12 School-based health services (services provided by trained professionals—e.g., physician, physician assistant, nurse, or nurse practitioner—to diagnose and treat health problems of students)
- 13 Counseling or pupil services

Parent or community programs

- 14 A family literacy program
- 15 Parent education or other classes for parents
- 16 A parent liaison
- 17 A family resource center or drop-in center for parents or community members
- 18 Services for out-of-school youth
- 19 School-to-work activities

Language-learning programs

- 20 Instruction in English for English language learners, such as ESL
- 21 Instruction in languages other than English, such as bilingual education

Other programs/initiatives

- 22 Title I
- 23 A class size reduction initiative
- 24 A schoolwide reform project (e.g., Success for All, Comer Schools, Accelerated Schools)
- 25 A conflict resolution/conflict management program

C4. Which of the following placement options are available for special education students at your school site? *PLEASE CIRCLE ALL THAT APPLY.*

- 1 General education/inclusion program with special services provided in general education classroom
- 2 Part-time resource room for special education students
- 3 Self-contained special education classrooms
- 4 General and special education co-taught classes
- 5 Other : _____

SECTION D. MORE ABOUT YOUR SCHOOL

D1. In your opinion, how much pressure is placed on your school to increase and/or improve student test scores for ALL students? *PLEASE CIRCLE ONE NUMBER.*

- 1 A great deal of pressure
- 2 A fair amount of pressure
- 3 Little pressure
- 4 No pressure at all

D2. During the 1998-99 school year, approximately how many of the following occurred at your school?

Number of incidents

Expulsions

Out-of-school suspensions

In-school suspensions

Incidents of violence

SECTION E. SPECIAL EDUCATION POLICIES AND PRACTICES

**IF YOUR SCHOOL IS A SCHOOL THAT SERVES ONLY STUDENTS WITH DISABILITIES, PLEASE SKIP TO QUESTION E3.
IF YOU DO NOT HAVE ANY SPECIAL EDUCATION STUDENTS, PLEASE GO TO SECTION F.**

E1. Is there a formal and systematic written procedure for providing alternatives to students who are not yet receiving special education services and who are experiencing learning and/or other problems (e.g., prereferral interventions)?

- 1 Yes **PLEASE CONTINUE WITH QUESTION E1b.**
- 2 No **PLEASE GO TO QUESTION E2.**

E1b. Which of the following are involved in this procedure?

PLEASE CIRCLE ALL THAT APPLY.

- 1 School team conference (e.g., multidisciplinary team, child study team)
- 2 Individual consultation provided to teachers by a specialist
- 3 Special education prereferral intervention team
- 4 Parent conferences
- 5 Other: _____

E2. Which of the following are available to general education teachers in your school when special education students are included in their classes?

PLEASE CIRCLE ALL THAT APPLY.

- 1 Consultation by special education staff or other staff
- 2 Special materials to use with special education students
- 3 Inservice training on the needs of special education students
- 4 Teacher aides, instructional assistants, or aides for individual students
- 5 Smaller student load or class size
- 6 Co-teaching/team teaching with a special education teacher
- 7 Other: _____
- 8 None of these

E3. Which of the following statements best describes your school's practice regarding mandated standardized tests for students with disabilities?

PLEASE CIRCLE ALL THAT APPLY.

“When standardized tests are mandated, special education students are . . . ”

- 1 Required to follow the same procedures and meet the same standards for successful completion as regular education students.
- 2 Provided special accommodation in taking the test (e.g., reader, dictation, more time).
- 3 Provided with a modified version of the test (e.g., shortened version, different test materials covering same content).
- 4 Given the option to complete an alternate assessment.

E4. How are exemptions from mandated standardized tests granted for individual students with disabilities?

PLEASE CIRCLE ALL THAT APPLY.

- 0 Not applicable (no students with disabilities are exempted from these tests)
- 1 Principal decision
- 2 IEP committee decision
- 3 Individual general education teacher decision
- 4 Individual special education teacher decision
- 5 Parental request
- 6 Other: _____

E5. In the most recent reporting of your school's standardized test scores, were the test scores of special education students included in the test scores reported for general education students?

- 1 Yes: **All** special education student test scores were included within scores reported for general education students in the school.
- 2 Yes: **Some** special education student test scores were included within scores reported for general education students in the school.
- 3 No

E6a. Standards-based reform is being implemented in various ways around the country. Are students with disabilities addressed in your school's academic content standards (e.g., for math, reading)?

- 0 Not applicable (our school does not use specific content standards)
- 1 Yes ☘ **PLEASE CONTINUE WITH QUESTION E6b.**
- 2 No ☘ **PLEASE GO TO QUESTION E7.**

E6b. How are students with disabilities addressed in these content standards?

PLEASE CIRCLE ONE NUMBER.

- 1 General policy statement (e.g., “standards will apply to all students”)
- 2 Specific references to students with disabilities (e.g., “standards will apply to students with a diversity of learner styles, including students with disabilities”)
- 3 Specific written accommodations and adaptations
- 4 Individual students handled on a case-by-case basis
- 5 No special references to students with disabilities
- 6 Other: _____

E7. Does your school arrange alternative services or placements for special education students who are expelled and/or suspended from your school?

PLEASE CIRCLE ONE NUMBER.

- 0 Not applicable (special education students are not expelled or suspended)
- 1 Yes
- 2 No

E8. Does your school have a policy that prohibits the promotion of students who are performing poorly (i.e., social promotion)?

	Yes	No
a. For general education students?	1	2
b. For special education students?	1	2

SECTION F. PARENT INVOLVEMENT

F1. Which of the following forms of communication between parents and staff occur at your school?

PLEASE CIRCLE ALL THAT APPLY.

- 1 Parents are given interim reports or report cards on student performance or attendance.
- 2 Parents are asked to sign off on homework.
- 3 Parents are given positive phone calls or notes from teachers.
- 4 Parents have access to a school-sponsored "homework hotline."
- 5 Parents are given examples of work that meets high standards.
- 6 Parents have access to the school's Web site with information specific to them.
- 7 A regular system for communicating with parents exists, such as a newsletter or phone tree.
- 8 None of these.

F2. Which of the following does your school offer to promote parent involvement?

PLEASE CIRCLE ALL THAT APPLY.

- 1 Open house or "back-to-school night"
- 2 Regularly scheduled schoolwide parent-teacher conferences
- 3 Special subject-area events to which parents are invited (e.g., science fairs)
- 4 Parent presentations at "career days" or other occupational development activities
- 5 Parent education workshops or courses
- 6 Written contract between school and parent
- 7 Parent-child learning activities at school (e.g., "Family Math")
- 8 Parents as volunteers in the school
- 9 Parents as paid classroom aides
- 10 Parents involved in instructional issues (e.g., materials selection)
- 11 Parents involved in governance (e.g., on school site management council)
- 12 At-home parent-child learning activities to support school objectives
- 13 Services to support parent involvement (e.g., child care for school events)
- 14 Translation of school information into languages other than English used by parents
- 15 Other: _____
- 16 None of these

F3. To what extent do you agree or disagree with the following statement: "This school does a good job of reaching out to parents who are typically not involved at the school."

PLEASE CIRCLE ONE NUMBER.

- 1 Strongly agree
- 2 Agree
- 3 Disagree
- 4 Strongly disagree

IF YOUR SCHOOL IS AN ELEMENTARY, MIDDLE, OR K-8 SCHOOL, PLEASE COMPLETE SECTION G, PAGE 13.

IF YOUR SCHOOL IS A HIGH SCHOOL OR A K-12 SCHOOL, PLEASE GO TO SECTION H, PAGE 14.

**SECTION G. MOVING ON
(FOR ELEMENTARY, MIDDLE, OR K-8 SCHOOLS ONLY)**

G1. Which of the following are provided to support students' transitions from your school to the schools that serve higher grade levels (i.e., the transition from elementary to middle or middle to high school)?

PLEASE CIRCLE ALL THAT APPLY.

- 1 Groups of students visit their next school before school starts.
- 2 Staff from the receiving school come to your school to give presentations to students.
- 3 Information is provided the receiving school about individual students (e.g., student performance information, disability awareness).
- 4 Your school staff meet with those from the receiving school specifically about individual students.
- 5 Parents and/or students are encouraged to meet with staff of the receiving school individually before starting school there.
- 6 Preparatory strategies are developed for individual students who need them (e.g., behavior plans, school scheduling modifications, etc.).
- 7 Other: _____
- 8 None of these

G2. To what school(s) do students from your school typically go after finishing this school?

Name of school: _____

Address: _____

Name of school: _____

Address: _____

**THANK YOU FOR COMPLETING THIS QUESTIONNAIRE!
Please return it in the postage-paid envelope to:
The Special Education Elementary Longitudinal Study (SEELS)
(contractor address)**

SECTION H. ABOUT HIGH SCHOOLS

(If your school serves only students with disabilities, please answer only the “B” column for each question.)

	A Total number of general and special education students	B Number of special education students
H1. During the previous school year [YEAR], how many 12th grade students were enrolled at your school?	_____	_____
H2. During the previous school year [YEAR], how many 12th grade students graduated with a regular diploma from your school?	_____	_____
H3. During the previous school year [YEAR], about how many students who had been enrolled in your school in any grade were considered to be dropouts by the end of that year? <i>PLEASE GIVE YOUR BEST ESTIMATE.</i>	_____	_____

H4. For students who are receiving special education services or are covered by a 504 plan, at what age does vocational or postsecondary transition planning usually begin?

_____ Age of students

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