**Reflection Process**

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Adapted from The Principal Portfolio, 2nd Edition (2000) by G. Brown and B. Irby

*Artifact: Identify the assignment. (Optional) Include any documents that support your completion of the assignment (documents may be scanned).*

001.2 “Survey: Practices Vary at Schools that Must Report on Students with Disabilities”, Education Week, February 11, 2015

<http://blogs.edweek.org/edweek/speced/2015/02/survey_school_practices_vary_b.html>

*Describe: Describe the findings for the assignments.*

A survey was conducted with schools that have large enough special populations where they must report their subgroups to federal agencies. Under the Elementary and Secondary Education Act, only certain students with disabilities are required to report separately how those students perform on state tests. The survey also set out to describe how the differences between those schools that had to report scores compared to those that did not and how programming for these students was affected.

*Analyze: a. Describe the importance of the findings for the assignment.*

The survey showed that schools who do report their scores are more inclined to change programming for their special education students. Many students are moved from resource support/small group settings to mainstream or in class support. Schools with high populations also use a tired model of intervention to address academic and behavioral concerns.

*b. Include connections to your 5 year goals or desired position.*

As an educational diagnostician, it is important to place students in their least restrictive environment based upon their disability and their individual needs compared to what is expected because of test scores.

*c. Compare/contrast elements in your findings to your experiences or previous knowledge.*

At my school, we are careful to place students according to their needs. When we have students reading two to three grade levels below, the best place for them to be academically is a resource setting. The same goes for the subject of math. If a student has low math abilities and needs to more intensive instruction in the basics, a resource setting is applicable. Science and Social Studies are always in class support or co teach. We never make decisions based on what is expected at the state level with regard to state assessments.

*Appraise: Critique or describe whether any of your findings were beneficial to you or not.*

The study does not indicate the effectiveness of these placements. It would be interesting to know if changing a student’s placement because of subgroups and having to report scores was at all beneficial to the student.

*Transform: a. Describe any future ideas or insights you gained.*

I realized that this survey did not provide data that could be used to evaluate test scores and passing standards. It only compared large and small schools and the placement changes they made based on whether subgroups had to be reported due to their special population numbers.

*b. Describe future plans for use of the ideas presented, including any changes in your current practices or, describe how the information confirmed your current practices and/or beliefs.*

I don’t believe this article would provide any other insight in how my school makes decisions regarding placement of our special education students. Based upon our numbers, I don’t think we would necessarily have to report our SPED subgroups to the state.