



District
Management
Group

MANAGER'S TOOLKIT

Can Your District Improve Special Education by Strengthening Core Instruction?

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Use this self-assessment to see if there are opportunities for your district to raise achievement for students with mild to moderate disabilities, as well as improve results for students without disabilities.



Manager's Toolkit

Can Your District Improve Special Education by Strengthening Core Instruction?

All district leaders want to improve outcomes for students with disabilities and address the achievement gap that persists between students with and without disabilities. To see if there are opportunities for your district to raise achievement for students with mild to moderate disabilities, as well as improve results for students without disabilities, answer these questions.

| Question | All | Most | Some | None, or Don't Know |
|---|-----|------|------|---------------------|
| How many general education teachers in your district feel comfortable supporting students with disabilities? | | | | |
| How many general education teachers in your district are setting high expectations for students with disabilities? | | | | |
| How many general education teachers in your district actively collaborate in the development of IEPs? | | | | |
| How many of your students are getting the appropriate amount of rigorous grade-level core instruction? | | | | |
| At the elementary level, how many students receive interventions during dedicated extra-time periods rather than during core instruction? | | | | |
| At the secondary level, how many students receive interventions as an extra class? | | | | |

| Question | All | Most | Some | None, or Don't Know |
|--|------|------|------|---------------------|
| How often are interventions provided by content-strong staff instead of generalists? | | | | |
| How many teachers would say they understand the district's philosophy on instructional coaching? | | | | |
| How many instructional coaches would say they clearly understand their roles and responsibilities? | | | | |
| How many teachers would say they receive quality instructional coaching? | | | | |
| Total number of checkmarks in each column | | | | |
| Multiply | x 15 | x 10 | x 5 | x 1 |
| Total score by column | | + | + | + |
| Total Score | | | | |

SCORING: Add the total scores by column to determine your total score.

76–150: You are doing almost everything right. Keep it up!

51–75: You have many key elements in place. Adding a few missing pieces could make a very big difference.

26–50: Some important pieces are in place, but there are opportunities to further improve supports for students with and without disabilities.

0–25: As in many districts, there are many opportunities to make improvements to better support your students with and without disabilities.