Closing the Gaps
Survey Questions

1) ESC Region [Multiple Choice: 1–20]
2) Role: [Multiple Choice: ESC Administrator, District Administrator, Campus Administrator, Teacher]
3) To identify "students formerly receiving special education services," how many years back should we look to determine whether or when the student received those services?
4) Should we use an alternate definition of "continuously enrolled"? [Yes, No.]
5) What definition would you suggest for "continuously enrolled"?
6) For accountability, how many years of monitoring following a student's exit from an ELL program should we use for the "Monitored ELs" student group?
7) Should we have current and monitored ELs together in one student group, or should we separate them? [Keep them together, Separate them.]
8) Should we not include English language proficiency status in the first year given the change to TELPAS? (This would require a waiver from the U.S. Department of Education.) [Include English language proficiency status, Do not include English language proficiency status.]
9) When calculating the grade for this domain, should we look at only the percentage of targets that were missed, or should we also consider by how much a target was missed? (The latter would require approval from the U.S. Department of Education.) [Number or percentage of targets missed, Consider by how much a target was missed.]
10) Should we apply the same standards and expectations (targets) to all student groups given that we have a safe harbor provision? Why or why not?
11) Should we assign grades based on student group performance (three consecutive years that a student group did not meet the target on any indicator), overall performance by indicator (three consecutive years that an indicator was missed by any student group), or by each student group and each indicator (three consecutive years of a specific student group missing the same indicator)?
12) Should we identify schools for comprehensive support every year, every two years, or every three years? [Every year, Every two years, Every three years]
13) Should we apply the same standards and expectations (targets) to all student groups given that we have a safe harbor provision? Why or why not?
14) What could be done to make the training more effective?
15) What aspects of the training were most helpful?