



**Study to Measure the Delivery of Services in Accordance with the Individualized
Education Programs of Students with Disabilities:
Provider Survey 2016–17
Executive Summary**

**Submitted by
Deborah F. Oliver, Ph.D.
Office of Data and Accountability
Los Angeles Unified School District
Publication No. 390**

April 2017

Modified Consent Decree (MCD) Outcome #13 states that the District must provide evidence that at least 93% of special education services required by students' Individualized Education Programs (IEPs) were delivered and 85% of the services must meet the frequency and duration specified in the IEPs. The District has never met or come close to meeting the duration goal. In order to get a clearer understanding of why the District has not met the duration goal, an online survey was distributed to specific service providers. The survey was designed to get a deeper understanding of what factors might be impacting the delivery of services. Questions focused on the reasonableness of the caseload/workload and the factors negatively impacting the delivery of services. The Office of Data and Accountability in conjunction with the Office of the Independent Monitor (OIM) developed the questionnaire and the Division of Special Education provided e-mail addresses for both LAUSD and contracted providers. A link to the online survey (*SurveyGizmo*) was sent to the following providers: Adapted Physical Education (APE), Deaf/Hard of Hearing Itinerant Service or Audiology (DHH), Language and Speech (LAS), Least Restrictive Environment Itinerant Service (LRE), Occupational Therapy or Occupational Therapy-Clinic (OT), Physical Therapy (PT), Pre-School (PRE), School Mental Health (SMH)¹, and Visual Impairment Itinerant Service (VI). The survey was not sent to Resource Specialist Providers (RSPs) or Behavior Intervention Implementation (BII) providers because their services have considerably different delivery models and accountability structure compared to itinerant-based related services.

The survey was open November 1 through November 14, 2016. Providers were asked to focus on only the 2016-17 school year when answering the survey questions in order to focus on what is happening currently. See the Appendix for individual reports by service.²

¹ This includes Pupil Counseling, School Mental Health, and ERICS.

² An individual report for Pre-School is not included because there were only a few providers who completed the survey.

Survey Participants

- Of the 1,801 providers sent the survey by e-mail, 1,208 took the survey (67%). This report reflects only those 1,132 providers who indicated that they provide direct services. See Tables 1 for the type of services provided.

Table 1: Number of Providers by Service Area

Adapted Physical Education	148
Deaf/Hard of Hearing Itinerant or Audiology	44
Language and Speech or Non-Public Agency Services - Speech	374
Least Restrictive Environment	24
Occupational Therapy or Occupational Therapy - Clinic	120
Physical Therapy	30
Pre-School	8
Pupil Counseling/School Mental Health/ERICs	351
Visual Impairment Itinerant Service	20
Other/nothing listed	13
TOTAL	1,132

- Almost all of the providers are full-time District Employees (87%).
- Over three fourths of the providers (81%) provide services to Kindergarten to Grade 5, 45% to Grades 6-8, 36% to Grades 9-12+, and 51% to Infant/Pre-school.³
- One quarter indicated that they have a special assignment in place of or in addition to their regular caseload.

Schools and Students

- Providers indicated that they visited up to 45 locations in October 2016; however, 52% went to only one (24%) or two locations (28%). Close to two thirds of the APE (59%) and OT (62%) providers had 4 or more schools. LAS (63%) and SMH (73%) were more likely to have only 1 or 2 locations. Over half of the DHH (54%) providers and 86% of the PT providers had 6 or more schools.

³ Providers can provide services to more than one level.

- Of those with more than one location, one third didn't travel between schools.⁴ An additional 49% typically traveled one hour or less a week.
- Providers indicated that they had up to 200 students⁵ on their base caseload roster in October and close to one-third of the providers also had students on a classroom support model that are not part of their base caseload. This includes the Preschool Collaborative Model (PAL, PSC, and PCC), Communication Support Model (CSM), Advancing Children's Education Success (ACES), Mobility Opportunities Via Education (MOVE), and Second Step.
- SMH providers had the least number of students on their base caseload; 77% indicated that they had 20 or less students.⁶ APE providers were most likely to have between 41-50 students. Over half (59%) of the OT providers and 66% of PT providers had 31-50 students on their regular caseload. LAS providers had the most students; half of the providers had 51 or more students.
- Almost all (90%) said they spend time off-the-clock working on their job duties.

To what extent do you think it is reasonable for you to deliver services as stated in the IEPs each month?⁷

- Half (51%) felt it was "Somewhat Reasonable," 41% felt it was "Completely Reasonable," and 8% felt it was "Not at All Reasonable."
- When we examine individual services, most APE (69%), DHH (77%), and PT (66%) providers felt it was "Completely Reasonable." LAS (57%), OT (61%), and SMH (56%) providers were more likely to find it to be "Somewhat Reasonable." Few felt it was "Not at All Reasonable."

⁴ Providers may have more than one school but only go to one school a day.

⁵ It is unclear why there were some providers with over 100 students on their base caseload.

⁶ ERIC Counselors and School Psychologists have different types of caseloads so this impacts the number of schools and students presented here.

⁷ All providers are included in the overall analysis but only those with 30 or more respondents are included in the individual service analyses.

To what degree does each of the following factors negatively impact your ability to complete your student service sessions?⁸

- When considering only major factors, conducting assessments and/or writing reports (46%) had the largest impact⁹ followed by attending IEP meetings (34%). Traveling between schools appears to have the least impact of these factors (6%).
- Once moderate and major factors were added together, the following factors were mentioned by 50% or more of the respondents: conducting assessments and writing reports (72%), attending IEP meetings (66%), entering information into Welligent (53%), student's schedules (53%), and completing non-Welligent paperwork (50%).
- A similar survey was conducted in 2011-12 with service providers.¹⁰ Conducting assessments and writing reports was also found to most likely impact the provider's ability to complete their student service sessions (25%) but was much lower than the present survey.

By Service Area (Major Factors):

- Close to one third of APE providers felt attending IEP meetings had the largest negative impact on their ability to complete services (31%).
- DHH providers felt conducting assessments and/or writing reports was most likely to negatively impact their ability to complete services (29%).
- LAS providers also felt conducting assessments and/or writing reports was most likely to negatively impact their ability to complete services (39%). Attending IEP meetings also negatively impacted them (38%).
- Over half of the OT providers felt conducting assessments and/or writing reports (58%) and attending IEP meetings (51%) negatively impacted their ability to complete services.

⁸ All providers are included in the overall analysis but only those with 30 or more respondents are included in the individual service analyses.

⁹ Those factors that were listed as major by 25% or more.

¹⁰ Please note that the two surveys are not based on all of the same types of providers as RSP and Behavior Support were excluded this year.

- One third or more of the PT providers felt attending IEP meetings (33%) and conducting assessments and/or writing reports (37%) negatively impacted their job.
- Over two thirds of SMH providers felt conducting assessments and/or writing reports (68%) negatively impacted their ability to complete services.

Comparison to 2011-12 Survey by Service Area (Major Factors):

This comparison is based on the following items that appear on both surveys: limited time at school site, student's schedule, number of students, number of schools, completing paperwork (non-Welligent), completing Welligent documentation, attending IEP meetings, conducting assessments and/or writing reports, and traveling between schools.

- APE: More providers rated the items as major factors in 2016-17. Completing Welligent documentation (10% vs 20%) and attending IEP meeting (15% vs 31%) were 10 or more points higher.
- DHH: Six items were higher this year and three were lower. Student's schedule (4% vs 14%) and completing non-Welligent paperwork (9% vs 24%) were 10 or more points higher.
- LAS: Seven were higher and two were lower. Student's schedule (17% vs 28%) was over 10 points higher and attending IEP meetings (43% vs 38%) was 5 points lower this year.
- OT: All of the items were rated higher this year. Limited time at school site (8% vs 34%), number of students (16% vs 27%), number of schools (14% vs 25%), completing non-Welligent paperwork(14% vs 33%), and attending IEP meetings (35% vs 51%) were 10 or more points higher. Conducting assessments and writing reports (32% vs 58%) was 26 points higher.
- PT: Six items were higher this year and three were lower. Attending IEP meetings (23% vs 33%) was 10 points higher and conducting assessments and writing reports (17% vs 37%) was 20 points higher.

- SMH: Seven were higher, one was lower, and one was the same. Attending IEP meetings (19% vs 30%) was over 10 points higher and conducting assessments and writing reports (46% vs 68%) was 22 points higher.

Overall, almost all of the providers felt that it was somewhat or completely reasonable for them to be able to deliver services as stated in the IEPs each month. APE, PT, and DHH found their load to be completely reasonable whereas LAS, OT, and SMH were more likely to have found it somewhat reasonable. Close to half of the providers indicated that conducting assessments and/or writing reports had a major negative impact on their jobs. This was especially true for SMH and OT providers. Despite most providers stating that their caseloads were completely or somewhat reasonable, conducting assessments/writing reports and attending IEP meetings are becoming more and more of an obstacle to meeting the duration goal. Once moderate and major factors were combined, over half also indicated that entering information into Welligent and completing non-Welligent paperwork were also impacting them. Based on these findings, it is not surprising that almost all of the providers stated that they were spending time off-the-clock working on their job duties. Attending IEP meetings and student's schedules were also likely to affect their ability to complete all of their service sessions.

APPENDIX

Survey Results for APE

- 148 providers took the survey in 2016 and 108 providers took the survey in 2012
- 72% provided services to infant/pre-school students, 81% to TK-5, 54% to grades 6-8, and 45% to grades 9-12+

Range of students and locations by type of position in October 2016

	N of Employees	Range of Students	Range of Locations
Full-time District	140	0-107	1-34
Part-time District	2	-	-
Full-time NPA/per diem	0	-	-
Part-time NPA/per diem	0	-	-

Data are not displayed if there are less than 11 providers

Range of schools by range of students in October 2016¹¹

	1 school	2 schools	3 schools	4-5 schools	6 or more schools	Total
1-10 students	80% (8)	10% (1)	10% (1)	0% (0)	0% (0)	10 (8%)
11-20 students	43% (3)	29% (2)	14% (1)	0% (0)	14% (1)	7 (5%)
21-30 students	12% (3)	12% (3)	8% (2)	28% (7)	40% (10)	25 (19%)
31-40 students	4% (1)	0% (0)	15% (4)	30% (8)	52% (14)	27 (20%)
41-50 students	0% (0)	12% (4)	6% (2)	42% (14)	39% (13)	33 (25%)
51-60 students	5% (1)	11% (2)	11% (2)	53% (10)	21% (4)	19 (14%)
61-70 students	83% (5)	17% (1)	0% (0)	0% (0)	0% (0)	6 (5%)
71 or more students	71% (5)	14% (1)	14% (1)	0% (0)	0% (0)	7 (5%)
Total	26 (19%)	14 (10%)	13 (10%)	39 (29%)	42 (31%)	134

- Almost all of the providers that took the survey are full-time District employees (99%)
- The providers saw up to 107 children in October (base caseload)
- They went to 1-34 schools/locations in October with a mode of 1 site; 60% went to 4 or more sites
- They traveled between 0-480 minutes each week between sites
- Almost all worked off-the-clock each week (95%)
- 19% had a special assignment in the District
- 64% had students on a classroom support model (2-125 students)

¹¹ The bottom row displays the numbers and percentages of total schools and the far right column displays the numbers and percentages of total students.

To what extent do you think it is reasonable for you to deliver services as stated in the IEP each month?

Not at all reasonable	Somewhat reasonable	Completely reasonable
1%	30%	69%

- Over two thirds (69%) felt it was completely reasonable to deliver their services whereas only 1% felt it was not at all reasonable

To what degree does each of the following FACTORS negatively impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Unable to make up sessions due to limited time spent at school site (if more than one site)	11%	26%	20%	28%	15%
Unable to make up sessions due to student's schedule	12%	13%	26%	34%	15%
Number of students	4%	44%	22%	26%	5%
Number of schools	9%	48%	17%	19%	8%
Traveling between sites	11%	47%	23%	16%	4%
Completing paperwork (non-Welligent)	3%	31%	31%	27%	8%
Time spent entering Welligent documentation	2%	33%	18%	27%	20%
Coordinating and scheduling IEP meetings	8%	20%	27%	26%	19%
Attending IEP meetings	4%	13%	25%	26%	31%
Conducting assessments and report writing	3%	20%	23%	36%	18%

- 31% of the providers felt that attending IEP meetings was a major factor
- Over 50% felt that attending IEP meetings (57%) and conducting assessments and writing reports (54%) were a moderate or major factor
- Attending IEP meetings (15%) and conducting assessments and writing reports (13%) were found to be the highest major factors last time; however, more providers felt they were major factors this year
- Number of students, number of schools, and traveling between sites were not considered to be major factors on either survey (less than 10% both years)

Survey Results for DHH

- 44 providers took the survey in 2016 whereas 47 providers took the survey in 2012
- 67% provided services to infant/pre-school students, 84% to TK-5, 70% to grades 6-8, and 72% to grades 9-12+

Range of students and locations by type of position in October 2016

	N of Employees	Range of Students	Range of Locations
Full-time District	38	8-168	1-28
Part-time District	4	-	-
Full-time NPA/per diem	0	-	-
Part-time NPA/per diem	0	-	-

Data are not displayed if there are less than 11 providers

Range of schools by range of students in October 2016¹²

	1 school	2 schools	3 schools	4-5 schools	6 or more schools	Total
1-10 students	0% (0)	0% (0)	33% (1)	33% (1)	33% (1)	3 (9%)
11-20 students	20% (2)	10% (1)	10% (1)	30% (3)	30% (3)	10 (29%)
21-30 students	0% (0)	25% (1)	0% (0)	0% (0)	75% (3)	4 (12%)
31-40 students	10% (1)	10% (1)	10% (1)	0% (0)	70% (7)	10 (29%)
41-50 students	0% (0)	20% (1)	0% (0)	0% (0)	80% (4)	5 (15%)
51-60 students	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0 (0%)
61-70 students	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	1 (3%)
71 or more students	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)	1 (3%)
Total	4 (12%)	4 (12%)	4 (12%)	4 (12%)	18 (53%)	34

- Most of the providers that took the survey are full-time District employees (91%)
- The providers saw up to 168 children in October (base caseload)
- They went to 1-28 schools/locations in October; over half (53%) went to 6 or more schools
- They traveled between 0-480 minutes each week between sites (mode was 20 minutes)
- Almost all worked off-the-clock each week (97%)
- 37% of the providers had a special assignment
- 20% had students on a classroom support model (1-3 students)

¹² The bottom row displays the numbers and percentages of total schools and the far right column displays the numbers and percentages of total students.

To what extent do you think it is reasonable for you to deliver services as stated in the IEP each month?

Not at all reasonable	Somewhat reasonable	Completely reasonable
0%	23%	77%

- Over three fourths (77%) found it to be completely reasonable whereas nobody found it to be unreasonable

To what degree does each of the following FACTORS negatively impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Unable to make up sessions due to limited time spent at school site (if more than one site)	15%	44%	15%	12%	15%
Unable to make up sessions due to student's schedule	3%	26%	37%	20%	14%
Number of students	0%	56%	28%	9%	6%
Number of schools	3%	50%	29%	9%	9%
Traveling between sites	3%	41%	32%	15%	9%
Completing paperwork (non-Welligent)	0%	18%	29%	29%	24%
Time spent entering Welligent documentation	0%	15%	30%	27%	27%
Coordinating and scheduling IEP meetings	3%	32%	18%	32%	15%
Attending IEP meetings	3%	21%	27%	29%	21%
Conducting assessments and report writing	0%	21%	21%	29%	29%

- 29% of the providers felt that conducting assessments and writing reports was a major factor
- 50% or more felt that completing paperwork (non-Welligent) (53%), entering Welligent documentation (54%), attending IEP meetings (50%), and conducting assessments and writing reports (58%) were major or moderate factors
- Completing paperwork (non-Welligent) was found to be a major factor this time compared to last time (9% vs 24%) whereas entering Welligent documentation was high on both surveys (26% vs 27%)
- Attending IEP meetings (23% vs 21%) and conducting assessments and writing reports (21% vs 29%) were also found to be major factors both years

Survey Results for LAS

- 374 providers took the survey in 2016 whereas 390 providers took the survey in 2012
- 74% provided services to infant/pre-school students, 87% to TK-5, 34% to grades 6-8, and 22% to grades 9-12+

Range of students and locations by type of position in October 2016

	N of Employees	Range of Students	Range of Locations
Full-time District	290	0-140	0-32
Part-time District	43	0-84	0-14
Full-time NPA/per diem	30	0-93	0-43
Part-time NPA/per diem	9	-	-

Data are not displayed if there are less than 11 providers

Range of schools by range of students in October 2016 (full-time District)¹³

	1 school	2 schools	3 schools	4-5 schools	6 or more schools	Total
1-10 students	71% (5)	14% (1)	14% (1)	0% (0)	0% (0)	7 (3%)
11-20 students	33% (3)	33% (3)	11% (1)	0% (0)	22% (2)	9 (3%)
21-30 students	64% (7)	18% (2)	9% (1)	9% (1)	0% (0)	11 (4%)
31-40 students	25% (10)	58% (23)	8% (3)	10% (4)	0% (0)	40 (15%)
41-50 students	33% (20)	35% (21)	25% (15)	7% (4)	0% (0)	60 (22%)
51-60 students	22% (16)	35% (25)	32% (23)	10% (7)	1% (1)	72 (27%)
61-70 students	12% (5)	37% (16)	23% (10)	26% (11)	<1% (1)	43 (16%)
71 or more students	4% (1)	11% (3)	41% (11)	44% (12)	0% (0)	27 (10%)
Total	67 (25%)	94 (35%)	65 (24%)	39 (15%)	4 (2%)	269

Range of schools by range of students in October 2016 (full-time NPA)

	1 school	2 schools	3 schools	4-5 schools	6 or more schools	Total
1-10 students	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0 (0%)
11-20 students	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0 (0%)
21-30 students	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)	2 (8%)
31-40 students	67% (2)	0% (0)	0% (0)	0% (0)	33% (1)	3 (12%)
41-50 students	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)	2 (8%)
51-60 students	0% (0)	50% (1)	0% (0)	50% (1)	0% (0)	2 (8%)
61-70 students	11% (1)	67% (6)	11% (1)	11% (1)	0% (0)	9 (35%)
71 or more students	0% (0)	25% (2)	38% (3)	25% (2)	13% (1)	8 (31%)
Total	5 (19%)	11 (42%)	4 (15%)	4 (15%)	2 (8%)	26

¹³ The bottom row displays the numbers and percentages of total schools and the far right column displays the numbers and percentages of total students.

- Most of the providers that took the survey are full-time District employees (78%); 8% are full-time NPAs
- The providers saw up to 140 students in October (base caseload)
- Full-time NPAs were more likely to have 61 students or more but 26% of full-time District LAS providers also had more than 60 students on their caseload
- They went to 0-43 schools/locations in October; both groups were most likely to have 2 schools
- They traveled 0-480 minutes each week between sites, 43% don't travel between their different sites
- Almost all worked off-the-clock each week (92%), modes of 1 hour and 2 hours
- Almost one third of the providers (31%) had a special assignment
- 51% had students on a classroom support model (1-93 students)

To what extent do you think it is reasonable for you to deliver services as stated in the IEP each month?

Not at all reasonable	Somewhat reasonable	Completely reasonable
7%	57%	36%

- Over half (57%) felt it was somewhat reasonable to deliver their services and 36% felt it was completely reasonable

To what degree does each of the following FACTORS negatively impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Unable to make up sessions due to limited time spent at school site (if more than one site)	22%	15%	21%	19%	24%
Unable to make up sessions due to student's schedule	4%	9%	26%	33%	28%
Number of students	2%	21%	21%	28%	28%
Number of schools	17%	32%	23%	15%	13%
Traveling between sites	25%	39%	23%	9%	4%
Completing paperwork (non-Welligent)	6%	14%	33%	31%	17%
Time spent entering Welligent documentation	1%	14%	36%	29%	20%
Coordinating and scheduling IEP meetings	19%	16%	30%	19%	16%
Attending IEP meetings	12%	5%	15%	30%	38%
Conducting assessments and report writing	11%	6%	15%	29%	39%

- Conducting assessments and writing reports (39%) and attending IEP meetings (38%) were most likely to be major factors; last time they were also most likely to be major factors, 30% and 43% respectively
- When moderate and major are combined, number of students (56%), unable to make up sessions due to student's schedule (61%), attending IEP meetings (68%), and conducting assessments and writing reports (68%) were all over 50%

Survey Results for LRE

- 24 providers took the survey in 2016 whereas 48 providers took the survey in 2012
- 13% provided services to infant/pre-school students, 92% to TK-5, 79% to grades 6-8, and 71% to grades 9-12+

Range of students and locations by type of position in October 2016

	N of Employees	Range of Students	Range of Locations
Full-time District	24	1-57	1-45
Part-time District	0	-	-
Full-time NPA/per diem	0	-	-
Part-time NPA/per diem	0	-	-

Data are not displayed if there are less than 11 providers

Range of schools by range of students in October 2016¹⁴

	1 school	2 schools	3 schools	4-5 schools	6 or more schools	Total
1-10 students	9% (1)	0% (0)	9% (1)	36% (4)	46% (5)	11 (58%)
11-20 students	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0 (0%)
21-30 students	0% (0)	0% (0)	0% (0)	0% (0)	100% (2)	2 (11%)
31-40 students	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	4 (21%)
41-50 students	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	1 (5%)
51-60 students	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	1 (5%)
61-70 students	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0 (0%)
71 or more students	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0 (0%)
Total	1 (5%)	0 (0%)	1 (5%)	4 (21%)	13 (68%)	19

- All of the providers that took the survey are full-time District employees
- The providers saw up to 57 children in October (base caseload); 58% saw 1-10 students
- They went to 1-45 schools/locations in October; 68% went to 6 or more schools
- They traveled 0-500 minutes each week between sites
- Almost all worked off-the-clock each week (94%)
- 13% had a special assignment
- 5% had students on a classroom support model (5 students)

¹⁴ The bottom row displays the numbers and percentages of total schools and the far right column displays the numbers and percentages of total students.

To what extent do you think it is reasonable for you to deliver services as stated in the IEP each month?

Not at all reasonable	Somewhat reasonable	Completely reasonable
10%	30%	60%

- Almost two thirds (60%) felt it was completely reasonable to deliver their services whereas 30% felt it was somewhat reasonable

To what degree does each of the following **FACTORS** negatively impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Unable to make up sessions due to limited time spent at school site (if more than one site)	5%	30%	30%	20%	15%
Unable to make up sessions due to student's schedule	5%	25%	20%	35%	15%
Number of students	5%	32%	42%	5%	16%
Number of schools	0%	33%	28%	22%	17%
Traveling between sites	0%	28%	33%	22%	17%
Completing paperwork (non-Welligent)	0%	32%	26%	26%	16%
Time spent entering Welligent documentation	0%	33%	44%	11%	11%
Coordinating and scheduling IEP meetings	0%	37%	42%	16%	5%
Attending IEP meetings	0%	21%	47%	26%	5%
Conducting assessments and report writing	10%	20%	30%	30%	10%

- Few providers felt that any of these factors had a major impact on them (all less than 20%)
- When moderate and major factors were combined student's schedule had the largest impact (50%)
- Number of schools and traveling between sites had a larger impact on LRE providers than other providers

Survey Results for OT

- 120 providers took the survey in 2016 whereas 167 providers took the survey in 2012
- 91% provided services to infant/pre-school students, 95% to TK-5, 55% to grades 6-8, and 43% to grades 9-12+

Range of students and locations by type of position in October 2016

	N of Employees	Range of Students	Range of Locations
Full-time District	92	0-84	1-20
Part-time District	17	6-45	1-6
Full-time NPA/per diem	7	-	-
Part-time NPA/per diem	3	-	-

Data are not displayed if there are less than 11 providers

Range of schools by range of students in October 2016¹⁵

	1 school	2 schools	3 schools	4-5 schools	6 or more schools	Total
1-10 students	33% (2)	33% (2)	17% (1)	17% (1)	0% (0)	6 (5%)
11-20 students	20% (2)	40% (4)	10% (1)	20% (2)	10% (1)	10 (9%)
21-30 students	6% (1)	29% (5)	24% (4)	24% (4)	18% (3)	17 (15%)
31-40 students	3% (1)	5% (2)	16% (6)	43% (16)	32% (12)	37 (33%)
41-50 students	0% (0)	10% (3)	24% (7)	28% (8)	38% (11)	29 (26%)
51-60 students	0% (0)	10% (1)	10% (1)	30% (3)	50% (5)	10 (9%)
61-70 students	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0 (0%)
71 or more students	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4 (4%)
Total	5% (6)	15% (17)	18% (20)	31% (35)	31% (35)	113

- Most of the providers that took the survey are full-time District employees (77%)
- The providers saw up to 84 students in October (base caseload); 59% saw 31-50 students
- They went to 1-20 schools/locations in October, most went to 2-6 sites
- They traveled between 0-360 minutes each week between sites (mode of 30 minutes)
- Most worked off-the-clock each week, most indicated 1 hour, 2, hours, or 4 hours; 15% indicated 0 minutes
- Half of the providers had a special assignment
- 21% had students on a classroom support model (1-20 students)

¹⁵ The bottom row displays the numbers and percentages of total schools and the far right column displays the numbers and percentages of total students.

To what extent do you think it is reasonable for you to deliver services as stated in the IEP each month?

Not at all reasonable	Somewhat reasonable	Completely reasonable
8%	61%	32%

- Almost two thirds (61%) felt it was somewhat reasonable to deliver their services and 32% felt it was completely reasonable

To what degree does each of the following **FACTORS** negatively impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Unable to make up sessions due to limited time spent at school site (if more than one site)	2%	11%	16%	37%	34%
Unable to make up sessions due to student's schedule	0%	4%	31%	41%	24%
Number of students	1%	16%	24%	32%	27%
Number of schools	2%	21%	33%	18%	25%
Traveling between sites	3%	26%	40%	20%	12%
Completing paperwork (non-Welligent)	2%	14%	24%	27%	33%
Time spent entering Welligent documentation	1%	11%	30%	30%	28%
Coordinating and scheduling IEP meetings	4%	13%	35%	22%	26%
Attending IEP meetings	2%	4%	11%	31%	51%
Conducting assessments and report writing	2%	8%	9%	23%	58%

- Over 50% felt that attending IEP meetings (51%) and conducting assessments and writing reports (58%) were major factors
- When moderate and major factors were combined all of the factors were over 40% except traveling between sites
- Attending IEP meetings (35%) and conducting assessments and writing reports (32%) were also found to be major factors last time; however, more providers felt they were major factors this year
- Compared to last time, more providers found number of students (16% vs 27%) and number of schools (14% vs 25%) to be major factors

Survey Results for PT

- 30 providers took the survey in 2016 and 2012
- 97% provided services to infant/pre-school students, 100% to TK-5, 97% to grades 6-8, and 87% to grades 9-12+

Range of students and locations by type of position in October 2016

	N of Employees	Range of Students	Range of Locations
Full-time District	27	4-62	2-35
Part-time District	3	-	-
Full-time NPA/per diem	0	-	-
Part-time NPA/per diem	0	-	-

Data are not displayed if there are less than 11 providers

Range of schools by range of students in October 2016¹⁶

	1 school	2 schools	3 schools	4-5 schools	6 or more schools	Total
1-10 students	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)	1 (3%)
11-20 students	0% (0)	33% (1)	0% (0)	0% (0)	67% (2)	3 (10%)
21-30 students	0% (0)	0% (0)	0% (0)	0% (0)	100% (3)	3 (10%)
31-40 students	0% (0)	0% (0)	0% (0)	0% (0)	100% (12)	12 (41%)
41-50 students	0% (0)	14% (1)	0% (0)	0% (0)	86% (6)	7 (24%)
51-60 students	0% (0)	0% (0)	0% (0)	50% (1)	50% (1)	2 (7%)
61-70 students	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	1 (3%)
71 or more students	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0 (0%)
Total	0 (0%)	3 (10%)	0 (0%)	1 (3%)	25 (86%)	29

- Most of the providers that took the survey are full-time District employees (90%)
- The providers saw up to 62 children in October (base caseload); 41% saw 31-40 students
- They went to 2-35 schools/locations in October; 86% went to 6 or more schools
- They traveled up to 1200 minutes each week between sites (mode of 180 minutes)
- Most worked off-the-clock each week, most indicated 1 hour or 2 hours; 24% indicated 0 minutes
- About half of the providers had a special assignment
- 21% had students on a classroom support model (1-10 students)

¹⁶ The bottom row displays the numbers and percentages of total schools and the far right column displays the numbers and percentages of total students.

To what extent do you think it is reasonable for you to deliver services as stated in the IEP each month?

Not at all reasonable	Somewhat reasonable	Completely reasonable
3%	31%	66%

- Two thirds (66%) felt it was completely reasonable to deliver their services and 31% felt it was somewhat reasonable

To what degree does each of the following FACTORS negatively impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Unable to make up sessions due to limited time spent at school site (if more than one site)	4%	15%	33%	26%	22%
Unable to make up sessions due to student's schedule	4%	11%	30%	30%	26%
Number of students	0%	30%	37%	26%	7%
Number of schools	4%	22%	19%	41%	15%
Traveling between sites	0%	26%	26%	30%	19%
Completing paperwork (non-Welligent)	0%	7%	52%	30%	11%
Time spent entering Welligent documentation	0%	19%	41%	37%	4%
Coordinating and scheduling IEP meetings	0%	11%	37%	22%	30%
Attending IEP meetings	0%	7%	30%	30%	33%
Conducting assessments and report writing	0%	7%	30%	26%	37%

- One third or more felt that attending IEP meetings (33%) and conducting assessments and writing reports (37%) were major factors
- When moderate and major factors were combined over 50% felt attending IEP meetings (63%), conducting assessments and writing reports (63%), student's schedule (56%), number of schools (56%), and coordinating and scheduling IEP meetings were factors (52%)
- Attending IEP meetings (23%) and conducting assessments and writing reports (17%) were also found to be major factors last time; however, more providers felt they were major factors this year

Survey Results for SMH¹⁷

- 351 providers took the survey in 2016 whereas 459 providers took the survey in 2012
- 4% provided services to infant/pre-school students, 73% to TK-5, 40% to grades 6-8, and 34% to grades 9-12+

Range of students and locations by type of position in October 2016

	N of Employees	Range of Students	Range of Locations
Full-time District	315	0-200	0-29
Part-time District	30	0-32	0-9
Full-time NPA/per diem	0	-	-
Part-time NPA/per diem	0	-	-

Data are not displayed if there are less than 11 providers

Range of schools by range of students in October 2016¹⁸

	1 school	2 schools	3 schools	4-5 schools	6 or more schools	Total
1-10 students	36% (53)	45% (66)	13% (19)	2% (3)	3% (5)	146 (47%)
11-20 students	42% (40)	39% (37)	6% (6)	7% (7)	6% (6)	96 (31%)
21-30 students	20% (11)	21% (12)	7% (4)	11% (6)	41% (23)	56 (18%)
31-40 students	14% (1)	43% (3)	29% (2)	0% (0)	14% (1)	7 (2%)
41-50 students	67% (2)	0% (0)	33% (1)	0% (0)	0% (0)	3 (1%)
51-60 students	0% (0)	100% (1)	0% (0)	0% (0)	0% (0)	1 (<1%)
61-70 students	50% (1)	0% (0)	0% (0)	50% (1)	0% (0)	2 (<1%)
71 or more students	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)	1 (<1%)
Total	108 (35%)	119 (38%)	32 (10%)	18 (6%)	35 (11%)	312

- Almost all of the providers that took the survey are full-time District employees (91%)
- The providers saw up to 200 children in October (base caseload)
- They went to 0-29 schools/locations in October, 73% had 1 or 2 sites
- They traveled 0-600 minutes each week between sites, 58% did not travel between sites
- Most worked off-the-clock each week, 13% indicated 0 minutes
- Only 8% had a special assignment
- Only 6% had students on a classroom support model (1-34 students)

¹⁷This includes Pupil Counseling, School Mental Health, and ERICS. Caseloads for these providers vary.

¹⁸The bottom row displays the numbers and percentages of total schools and the far right column displays the numbers and percentages of total students.

To what extent do you think it is reasonable for you to deliver services as stated in the IEP each month?

Not at all reasonable	Somewhat reasonable	Completely reasonable
13%	56%	30%

- Over half of the providers (56%) felt it was somewhat reasonable to cover their services; 13% felt it was not at all reasonable

To what degree does each of the following FACTORS negatively impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Unable to make up sessions due to limited time spent at school site (if more than one site)	26%	14%	14%	21%	26%
Unable to make up sessions due to student's schedule	5%	19%	33%	31%	13%
Number of students	4%	21%	25%	28%	23%
Number of schools	23%	24%	21%	18%	14%
Traveling between sites	37%	35%	15%	7%	5%
Completing paperwork (non-Welligent)	3%	16%	26%	26%	30%
Time spent entering Welligent documentation	2%	11%	27%	40%	21%
Coordinating and scheduling IEP meetings	10%	24%	23%	26%	16%
Attending IEP meetings	1%	9%	24%	37%	30%
Conducting assessments and report writing	2%	4%	9%	17%	68%

- 68% indicated that conducting assessments and writing reports was a major factor; 30% also indicated that completing paper work (non-Welligent) and attending IEP meeting were also major factors
- Number of students (51%), completing non-Welligent paperwork (56%), entering Welligent documentation (61%), attending IEP meetings (67%), and conducting assessments and writing reports (85%) were all over 50% when moderate and major were combined
- Last time conducting assessments and writing reports was mentioned by 46%, followed by completing non-Welligent paperwork (28%) (major factors)

Survey Results for VI

- 20 providers took the survey in 2016 whereas 33 providers took the survey in 2012
- 35% provided services to infant/pre-school students, 85% to TK-5, 80% to grades 6-8, and 80% to grades 9-12+

Range of students and locations by type of position in October 2016

	N of Employees	Range of Students	Range of Locations
Full-time District	20	4-26	1-20
Part-time District	0	-	-
Full-time NPA/per diem	0	-	-
Part-time NPA/per diem	0	-	-

Data are not displayed if there are less than 11 providers

Range of schools by range of students in October 2016¹⁹

	1 school	2 schools	3 schools	4-5 schools	6 or more schools	Total N
1-10 students	50% (2)	0% (0)	25% (1)	0% (0)	25% (1)	4 (24%)
11-20 students	8% (1)	0% (0)	8% (1)	17% (2)	67% (8)	12 (71%)
21-30 students	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	1 (6%)
31-40 students	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0 (0%)
41-50 students	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0 (0%)
51-60 students	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0 (0%)
61-70 students	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0 (0%)
71 or more students	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0 (0%)
Total	3 (18%)	0 (0%)	2 (12%)	2 (12%)	10 (59%)	17

- All of the providers that took the survey are full-time District employees
- The providers saw 4-26 children in October with a mode of 12 (base caseload); 71% saw 11-20 students
- They went to 1-20 schools/locations in October; 59% went to 6 or more
- They traveled between 0-450 minutes each week between sites; 13% didn't travel between sites
- Most worked off-the-clock each week, 13% indicated 0 minutes
- 20% of the providers had a special assignment
- 6% had students on a classroom support model (1 student)

¹⁹ The bottom row displays the numbers and percentages of total schools and the far right column displays the numbers and percentages of total students.

To what extent do you think it is reasonable for you to deliver services as stated in the IEP each month?

Not at all reasonable	Somewhat reasonable	Completely reasonable
11%	22%	67%

- Two thirds (67%) felt it was completely reasonable to deliver their services

To what degree does each of the following **FACTORS** negatively impact your ability to complete your student service sessions:

	Not Applicable	Not a Factor	Minor Factor	Moderate Factor	Major Factor
Unable to make up sessions due to limited time spent at school site (if more than one site)	18%	12%	35%	18%	18%
Unable to make up sessions due to student's schedule	12%	12%	18%	24%	35%
Number of students	6%	41%	12%	18%	24%
Number of schools	12%	35%	0%	29%	24%
Traveling between sites	12%	24%	29%	12%	24%
Completing paperwork (non-Welligent)	6%	12%	18%	29%	35%
Time spent entering Welligent documentation	0%	12%	24%	29%	35%
Coordinating and scheduling IEP meetings	0%	18%	18%	47%	18%
Attending IEP meetings	0%	6%	18%	47%	29%
Conducting assessments and report writing	0%	6%	24%	29%	41%

- 41% felt that conducting assessments and writing reports was a major factor as well as completing paperwork (35%) and entering information into Welligent (35%)
- When moderate and major factors were combined the following were over 50%: attending IEP meetings (76%), conducting assessments and writing reports (70%), coordinating and scheduling IEP meetings (65%), time spent entering Welligent documentation (64%), completing non-Welligent paperwork (64%), student's schedule (59%), and number of schools (53%)
- Factors were rated much higher on this survey compared to 2012