



Review of District Inclusion and Parent Involvement Fall Survey

Background

In November 2015, the district administered a student, parent, and teacher survey to evaluate delivery of services to all students, including those with disabilities and those receiving English Language services. The timing corresponds to the district transition of students from separate programs to their feeder school or school of choice. There were 628 responses to the parent version, 721 responses to the personnel version, and 821 responses to the student version (mostly grades 5-8). A follow-up survey will be administered in late May, early June of 2016.

Overview of Findings

The review revealed stakeholders share Red Clay's vision and philosophy of inclusive schools, where environments include and respect all students, and allow access to core curriculum in neighborhood schools. Parents and staff highlight the need for an increase in resources and support so all students benefit from inclusive schools. This early feedback was important to the district in order to address challenges meaningfully as we continue to develop structures and systems that best support all students.

Key Findings

- Stakeholders (students, parents, and staff) believe staff are supportive and hold high expectations for all students
- Stakeholders (students, parents, and staff) highly agree on shared ownership of student learning.
- Students and parents report teachers as caring and motivating, and feeling safe and comfortable at school
- Parents and staff are concerned about availability of supports and impact on all students
- Parents and staff expressed a greater need for communication around the district's inclusive education plan
- Students report concerns with students treating each other respectfully and learning being interesting
- Parents report schools effectively communicate across diverse languages and cultural backgrounds
- Parents report having opportunities to learn strategies to help their student and utilizing resources such as home access center to monitor their child's progress
- Staff report most professional development and resources provided as helpful
- Staff under-report participation in mandatory trainings and report needing more training
- Staff are under-utilizing available resources, such as inclusion coaches

Action Steps

- Provide new and on-going trainings for administrators, teachers and paraprofessionals. Topics include IEP development, instructional strategies (academic and language-based), classroom management, and behavioral interventions.
- District staff will analyze school-specific findings when available to identify schools reporting more success and schools reporting greater needs to customize support and direct resources where appropriate
- When receiving school-specific findings, school staff will analyze results and:
 - Identify staff training and resource needs
 - Determine how to effectively use available district resources by communicating with appropriate district staff to schedule training and coaching sessions
- District staff will support schools with their identified training and resource needs, including multi-tiered systems of behavioral supports
- Address individual parent concerns as they arise and follow-up
- Increase the number of responses on the spring survey from parents of students receiving ELL and/or special services and from students receiving special services
- Increase staff responses on the spring survey
- Revise school-based plans for next school year that address students' academic and social-emotional needs

Data Highlights

Numerous survey items include a neutral point on the scale. Consider the neutral view when interpreting results.

Opportunities for all students to learn alongside neighborhood peers

<i>I believe the Red Clay inclusive education plan supports this.</i>			<i>How would you rate the change you have noticed in this area?</i>				
	STRONGLY AGREE/ AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE/ STRONGLY DISAGREE		CHANGE FOR THE BETTER	NEITHER GOOD NOR BAD	CHANGE FOR THE WORSE
<i>Parents (568)</i>	61%	18%	21%	<i>Parents (134)</i>	30%	22%	48%
<i>Staff (676)</i>	68%	15%	16%	<i>Staff (235)</i>	51%	31%	18%
<i>Students (677)</i>	69%	20%	12%				

Equal access to Red Clay's Core curriculum for all students

<i>I believe the Red Clay inclusive education plan supports this.</i>			<i>How would you rate the change you have noticed in this area?*</i>				
	STRONGLY AGREE/ AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE/ STRONGLY DISAGREE		CHANGE FOR THE BETTER	NEITHER GOOD NOR BAD	CHANGE FOR THE WORSE
<i>Parents (568)</i>	61%	18%	20%	<i>Parents (127)</i>	26%	35%	39%
<i>Staff (675)</i>	61%	16%	23%	<i>Staff (230)</i>	40%	37%	23%
<i>Students (698)</i>	76%	14%	10%				

Staff members that set high expectations for all students

<i>I believe the Red Clay inclusive education plan supports this.</i>			<i>How would you rate the change you have noticed in this area?*</i>				
	STRONGLY AGREE/ AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE/ STRONGLY DISAGREE		CHANGE FOR THE BETTER	NEITHER GOOD NOR BAD	CHANGE FOR THE WORSE
<i>Parents (567)</i>	66%	17%	17%	<i>Parents (130)</i>	33%	40%	27%
<i>Staff (677)</i>	71%	15%	15%	<i>Staff (236)</i>	47%	39%	14%
<i>Students (745)</i>	81%	12%	8%				

"Adults expect the best from all students."

Adequate academic support for all students

<i>I believe the Red Clay inclusive education plan supports this.</i>			<i>How would you rate the change you have noticed in this area?*</i>				
	STRONGLY AGREE/ AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE/ STRONGLY DISAGREE		CHANGE FOR THE BETTER	NEITHER GOOD NOR BAD	CHANGE FOR THE WORSE
<i>Parents (570)</i>	59%	11%	30%	<i>Parents (134)</i>	20%	18%	62%
<i>Staff (676)</i>	33%	11%	55%	<i>Staff (240)</i>	14%	21%	65%
<i>Students (748)</i>	82%	11%	7%				

"My teachers give me academic help when I need it"

To what extent do you support Red Clay's plan for inclusive education

Before answering this question, a description of the plan was provided with a link to the district's website for more information.

	EXTREMELY SUPPORTIVE/ VERY SUPPORTIVE	MODERATELY SUPPORTIVE	SLIGHTLY SUPPORTIVE/ NOT AT ALL SUPPORTIVE
<i>Parents (624)</i>	27%	31%	41%
<i>Staff (719)</i>	25%	37%	37%
<i>Students (816)</i> <i>"agree with"</i>	58% <i>(strongly agree/agree)</i>	32% <i>(neither)</i>	10% <i>(strongly disagree/disagree)</i>

*only answered if they noticed a change